


**INTERNATIONAL FORUM: LEISURE, SPORTS, CULTURAL
ARTS AND EMPLOYMENT FOR PERSONS WITH DISABILITY**



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INSPIRE



INTERNATIONAL FORUM:

LEISURE, SPORTS, CULTURAL ARTS AND
EMPLOYMENT FOR PERSONS WITH DISABILITY

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**INTERNATIONAL FORUM:
LEISURE, SPORTS, CULTURAL ARTS AND
EMPLOYMENT FOR PERSONS WITH DISABILITY**

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
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Edited By

JERRY D. KELLEY, PH.D.

A PUBLICATION OF INSPIRE '85

Sponsored by
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INTRODUCTION

The theme for INSPIRE '85 and the International Forum on Leisure, Sports, Cultural Arts and Employment was independence, dignity and opportunity for persons with disabilities. The overall goal was to focus on improvement of programs and services that would significantly effect the quality of life in the home, community and workplace.

Through research we have learned that independence, social success and life satisfaction are closely related to the effective use of leisure time. Furthermore, success in one's free time is correlated with employability, job success, physical health and personal well-being. Various studies indicate that persons with disabilities who do not have avocational interests and involvement (e.g., hobbies, sports, socio-recreational outlets) are more likely to become isolated from community life, have reduced physical health and functioning, and frequently become financial burdens on their families and society. On the other hand, many persons with disabilities have found participation in sports, music, art, drama, and other leisure activities to be a primary link to the non-disabled world around them. Persons disabled by illness or injury frequently cite their involvement in sports and recreation as the critical factor in their rehabilitation, the avenue for establishing a sense of wholeness and self-esteem. Perhaps most important, these activities provide the skills and motivation to become active and independent participants in the life of their communities.

For disabled and non-disabled individuals, leisure time participation in sports, recreation or cultural arts, can serve to rekindle the spirit and bring balance to their lives. These activities promote health, fitness, psychological well-being and social integration. For able-bodied persons, the options are many; for persons with disabilities, the choices are few. Persons with disabilities are confronted with transportation and architectural barriers that prohibit easy access to community recreational facilities; further, they encounter attitudinal barriers that keep reminding them of their limitations -- what others mistakenly perceive they cannot do.

Persons with disabilities do not need pity, sympathy or condescending segregated programs that foster dependency. What is needed is public and private support for sports, recreation, and cultural arts activities that promote independence and dignity. Transportation barriers must be removed or appropriate public transportation alternatives must be found. Recreation programs, sports and cultural arts facilities must be made more accessible. Rehabilitation experts and educators must be helped to realize the importance of leisure participation so that their services include helping disabled persons to develop appropriate skills and leisure attitudes. Perhaps equally important, persons with disabilities who have become accomplished in employment or leisure must be recognized so that their examples can serve as role-models for others who are seeking their own level of independence.

The focus must be on reinforcing ability and independence and strengthening those skills that help to sustain independence. This was the challenge of INSPIRE '85 and the rationale for the International Forum on Leisure, Sports, Cultural Arts and Employment. We hope this publication will provide a further step in meeting that challenge.

The International Forum on Leisure, Sports, Cultural Arts and Employment, held at the L'Enfant Plaza Hotel on September 17-19, 1985, was the major event of INSPIRE '85. Three hundred and fifty delegates from 41 states and nine foreign countries convened to assess the status of services for persons with disabilities and to chart strategies for improving those services throughout the remainder of the decade. Primary government sponsorship was provided by the National Council on the Handicapped, an independent agency of government charged with the responsibility for examining issues of importance to persons with disabilities and preparing recommendations for legislative action for the White House and Congress. Other sponsors included the President's Committee on Employment of the Handicapped, the People-to-People Committee for the Handicapped and the National Recreation and Park Association.

It is believed that this International Forum represents the first time that national and international leaders in sports, recreation, the arts and employment have been brought together as a unified group to share common interests and goals in improving the quality of life of persons with disabilities. Needless to say, many diverse opinions were expressed; each group had its own ideas about where priorities should be placed, and its own recommendations and strategies for action. These varied opinions are reflected by the featured speakers, in the position papers, the witness testimony and the panel presentations. However, one is also struck by the common themes and commonality of purpose and commitment expressed by individuals and groups representing each area. The commitment to dignity, independence and opportunity; the recognition that employability and job success are inextricably linked to fitness and quality experiences in leisure; the idea that government agencies, institutions of society and the public at large must recognize and support the needs of persons with disabilities to pursue avocational activities that are available to all people; and the removal of attitudinal and architectural barriers that prevent or inhibit full participation.

The downside is that most of these concerns and recommendations have been raised before many times by groups at different meetings. You may find it enlightening to look through the appendices where we have included excerpted recommendations that have appeared in other publications over the past decade. You will find that many of the

recommendations of this Forum have been expressed before. This is not to say that no progress has been made. One need only point to the development of the disability rights movement and the active leadership positions held by persons with disabilities to see progress and have hope for the future. The work of the National Council on the Handicapped to affect changes in legislation and public policy is most encouraging. Perhaps we are on the threshold of a new beginning, a period in which groups representing varied interests and priorities can join forces with disability activists in affecting much needed changes in public attitudes and institutional commitments. Perhaps we are at the dawn of a new era in which concerns for dignity, independence and quality of life are more than just rhetorical philosophical expressions, but are realities for the millions of people who happen to have a disability and want nothing more or less than the opportunity to live their lives just like anybody else. If the sponsors and organizers of INSPIRE '85 and this International Forum have made a small contribution to this end, the effort will have been worthwhile.

We wish to thank the National Council on the Handicapped for their support in organizing and conducting the Forum. We also wish to acknowledge the financial support provided by the National Recreation and Park Association along with the many public and private sector sponsors who made INSPIRE '85 possible. A special thanks is in order for David C. Park who chaired the program planning committee and David Williamson and Florence Tucker for their outstanding staff work.

Jerry D. Kelley, Ph.D.
Executive Director
INSPIRE '85

Featured Speakers

PUBLIC ATTITUDES TOWARD DISABILITY

Tony Coelho
United States Congress

It is a pleasure and an honor to be with you today. INSPIRE '85 is a great opportunity to review the progress of the past decade and to formulate objectives and strategies for the International Decade of Disabled Persons. I was pleased to be the original sponsor of the House resolution proclaiming the International Decade of Disabled Persons, which provides a framework for continuing commitment and action at the international, national and local levels. INSPIRE '85 celebrates the international decade and features the skills, talents, and accomplishments of disabled persons in sports, cultural arts, education, and employment.

Today, I would like to focus my attention on employment of disabled people. Many people believe, as I do, that handicapped or disabled people are an untapped resource in the area of employment.

That word "handicap" has always perplexed me. I have a so-called "handicapping" condition, as some of you may know. I have epilepsy. I would like to share with you a little of my personal history.

What is the origin of my disorder? My doctors do not know for certain and probably never will. When I was 15 I lived on a dairy farm. One day I went for a ride with a ranch worker who took a curve too fast. We ended up in a canal. All I remember is that I hit something and got a headache.

About a year later, I began having seizures. One afternoon my older brother and I were milking cows. I leaned over to get some feed, passed out, and fell into the bin. My brother carried me into the house, where I started to shake. My parents called a doctor who sat on me to try to stop the convulsions. It didn't work.

Specialists in San Francisco put me on medication for calcium deficiency, and I had some teeth pulled. Many things were done but no one could figure out what the problem was. For the next five years, I continued to

have seizures about once a month. The episodes weren't severe so I wasn't worried. I was a very active person and became a leader in high school and college.

In 1964 in my senior year at Loyola University in Los Angeles, I made a commitment to go into the Jesuit seminary. A few months before graduation I had dinner with a friend and we started talking about my seizures. His father, who was head of a hospital in Los Angeles, recommended I consult with someone there. After some tests, the doctor told me the good news--that I don't have to go into the military. (It was in the early years of Vietnam.) That wasn't an issue because I was going to be a priest. He told me the bad news--that I couldn't become a priest. I had epilepsy. I was shocked. I hadn't known of the church's rule excluding epileptics from the priesthood.

I was given a simplistic explanation of the disorder and received medication. I was scared; I realized that all of a sudden I was different. I was unprepared for what followed. My parents' reaction hurt me. They would not accept that their son was an epileptic. I was told to keep away from my "crazy friends" and return home. Years later I learned of the Portuguese superstition that epilepsy means being possessed by the Devil because of a sin committed by an ancestor. My driver's license was revoked, and my life insurance premium was raised. I started feeling sorry for myself. I experienced a six-month depression. I carried a great burden and lost many friends because I became obsessed by epilepsy.

The Jesuits helped me and started finding me jobs. One was with the Bob Hope family, which gave me a chance to come out of myself. Hope suggested I work on a congressional staff. Slowly my confidence returned, and I wrote the letter that got me a job with Representative Bernie Sisk of California. That was April, 1965, about a year after my diagnosis.

Three months later a tumor was removed from the back of my head. The doctor said it might have triggered the epilepsy. When I recovered, I met and started dating my wife-to-be. I didn't tell her about the epilepsy. We'd been going together for nine months when I blurted out the truth. She said it didn't matter. We were married in 1967.

The next year during a dinner with a lobbyist, I had my first seizure since being on medication. My license had been returned and I was leading a normal life. Later a co-worker who didn't like me wrote a memo to Sisk that I should be fired and sent me a copy. I became depressed and had another seizure.

Sisk stood by me. I had another seizure on a plane after an exceptionally difficult and stressful period on the job. Sisk continued his support. Years later he suggested I turn down job offers and stay until he retired...and run for



Congressman Tony Coelho

*Congressman Coelho represents California's
15th Congressional District.*

his seat. I took his suggestion in 1978. By then it was easy to talk about epilepsy. I knew about the stigma and was confident enough to bring up the subject on the first day of my campaign, although I was advised against it. I think my self-confidence and candidness were key factors in my election.

For me the foundation of discrimination is ignorance. I've tried to inform people about the realities of epilepsy. In 1980 I made a movie on epilepsy for the Public Broadcasting System to show to high school students, and I have been active in the Epilepsy Foundation of America, on whose behalf I've testified before Congress. In some ways my disorder forced me to be at peace with myself. Having that, I can help others.

As I mentioned, I had a rough time at an earlier stage in my life, learning to adjust to and cope with epilepsy. But as I went through my period of frustration and "adjusting," I realized that my real problem was not my epilepsy so much as other people's perceptions of me.

When my epilepsy was diagnosed, I knew that I was the same Tony Coelho I had been before I developed this condition. I had the same feelings, the same likes, the same dislikes, the same hopes, the same dreams, and the same capabilities. But all of a sudden other people perceived me as somehow not having the same capabilities, as somehow being limited and different.

The real limits and the real "handicap," I realized, usually rest in the minds of physically "normal" people. I believe the first battle to be won in dealing with one's own handicapping condition is a mental battle: to resist being influenced by other people's fears and perceptions that we are somehow less capable or less "whole" than they.

In the past, society tended to consider the disabled population as dependent, unhealthy, and deviant, who would always need care and protection. Throughout American history, people with disabilities were given the status of "second-class" citizens. However, events in the 20th century altered this picture somewhat. The Industrial Revolution brought with it more industrial accidents; wars sent home an increasing number of disabled personnel. People began to realize that there were 30-40 million disabled citizens in our country.

I believe that there are three factors that have produced major changes for our disabled citizens. Traditionally it has been disabled persons themselves, or parents of disabled children who have become the leading advocates.

When America's combat veterans returned from Vietnam, a larger percentage of them returned paralyzed, blinded, or in some other way, disabled. They had been saved by modern medicine, but were in some way incapacitated. These veterans experienced the barriers that society had erected against disabled individuals and they were not shy about insisting on their removal. Finally, the civil rights movement awakened large segments of America including many more disabled persons to the great issues of discrimination, segregation, and equal opportunity. People from the disabled community reasoned that if discrimination because of race or sex, was wrong, then it was equally wrong to discriminate on the basis of handicap.

I believe we have made great strides in the last 10 years to provide equal opportunity for all people, including those who are disabled. One of the most important changes has been equal opportunity in employment. I believe that both employer and employee benefit greatly when disabled persons are employed. The employee is given the opportunity to prove his or her own capabilities and more importantly, to lead a productive and independent life. The employer has the opportunity to tap what I believe to be one of America's greatest untapped resources, a disabled person willing and able to participate in the workforce.

Work is crucial to self-esteem, dignity, and independence. But what about the person who is unable to work because of the nature or severity of disability? What about the quality of life of those disabled persons who are employed, but whose non-working hours are filled with emptiness and loneliness? It is more than a cliché when we say that "man does not live by bread alone."

This International Forum is important because it is concerned with the total independence and quality of life of the individual. Recreation, sports, and cultural arts are invaluable components of rehabilitation and crucial elements in sustaining all people not just the disabled. Unfortunately, we are doing little to make it possible for disabled persons to become active members of their community.

Again, I want to thank the organizers of this Forum for the opportunity to speak with you today. Perhaps together we can make a difference for the many persons with disabilities who are seeking an opportunity to live a full life.

NATIONAL INITIATIVE ON TECHNOLOGY AND THE DISABLED

Margaret M. Heckler
Secretary of Health and Human Services

Thank you Harold Russell for the warm introduction and for the opportunity to speak here today.

INSPIRE '85 is a major event. It will showcase the collective accomplishments of individuals with disabilities in sports, recreation, the arts, and employment and highlight the courage, drive, and determination of each participant. Each is, in a sense, an explorer challenging the unknown, overcoming mental and physical constraints, and using courage, imagination, and resolve to conquer seemingly insurmountable barriers.

INSPIRE '85 is a dramatic statement about human resolve--the desire to overcome the physical, developmental, sensory, and mental barriers to human action. It is an affirmation that life is about possibilities--not about limitations.

Give Americans a challenge and surely we can do anything. In the early 1960s a young Jack Kennedy committed this nation to landing a man on the moon and returning him safely to earth before the end of the decade. Few thought it was really possible, but we did it. And since then, we have landed a spacecraft on Mars, sent back pictures of the rings from Saturn, developed the reusable space shuttle, and fired a satellite through the tail of a comet.

To do all that, we had to overcome the force of gravity to conquer the hostile environment of outer space...where movement, communication, and life support were, to say the least, difficult. Our technology--our imagination--triumphed. From that victory of the imagination, have come spin-offs, devices, and knowledge that have improved our lives in many ways.

I think the space program is a particularly American experience. It is rooted in the same kind of boundless faith and optimism that motivated our ancestors to cross the prairies and mountains and deserts of the West. They were reaching for a better future and believed that all

obstacles could be overcome. If the obstacles couldn't be overcome, they went around them...kept driving toward that better future.

When our grandchildren look back at us, they will see us--in the same tradition--still reaching for a better future. We have been able to reach out because the aerospace industry has dared to dream, has welcomed all challenges, and has had the courage and the resolution to succeed.

But that's only the first chapter of the story. An infinite number of new applications of aerospace technology are possible here on earth. Today, I would like to brief you on a program I am preparing in cooperation with Secretary of Defense Casper Weinberger and NASA Administrator James Beggs. The program, the National Initiative on Technology and the Disabled, is to focus the genius, imagination, and resources of the aerospace industry on a new voyage of discovery: the design, development, and transfer of new application of technology for Americans with disabilities.

The technology we have used to reach for the stars can also help an individual with disabilities reach new levels of independence and freedom. Technological spin-offs do not have to lie dormant. Instead, our achievements in outer space can be used to conquer another hostile environment, the physical constraints encountered by the over 35 million individuals here in the United States who are challenged by physical, sensory, developmental, or mental disabilities.

As you know, President Reagan has proclaimed the Decade of the Disabled (1983-1992). His intent is to provide new opportunity and greater dignity for the millions of Americans who have disabilities.

I know that all of us share that goal with him. But, that dream is threatened by too few products and too little communication. When products do make it to the market, they often are developed with dated technology and a prohibitive cost. These are serious problems, but I believe that our aerospace technology can overcome them. It is vital that we do overcome them. Each time a new device is invented, the quality of life for Americans is improved, often dramatically.

For example, aerospace technology led to the recent development of a cochlear implant to assist individuals with hearing disabilities. This device is making a big difference for Christopher Ising in Kentucky, the first recipient of this artificial ear. Disabled by spinal meningitis as a teenager, he has been unable to hear with a conventional hearing aid. After the cochlear ear device implant he could hear some of the sounds around him: dial tones and bread popping up from his toaster. To you and me, this may seem like a small matter. But try



Margaret M. Heckler

Former Secretary Heckler is now the United States Ambassador to Ireland

to imagine not being able to hear them at all.

And there's more. Christopher Ising was able to find employment. He became more aware of his surrounding world. He felt a heightened sense of freedom, independence, and dignity.

There is Susan Yim, who suffered a brain stem stroke at age 24, while a graduate student in biology. The paralyzing nature of this stroke left Susan a quadriplegic, unable to communicate, except for slight thumb movement. However, Susan was mentally unimpaired. For several months she was trapped inside an unresponsive shell, dependent on family and friends, while doctors and therapists tried to find a way for her to communicate. Finally, an engineer developed a computer device to translate morse code and then taught Susan to input information into the machine using sensitive rods operated by her thumbs. Now Susan is able to continue her studies. She is living a more independent life, a more rewarding and fulfilling life.

Still another device uses microminiature elements developed for NASA to help individuals suffering from chronic pain. The neuropacemaker, commonly called the Human Tissue Stimulator, uses electrical stimulation to reduce pain caused by certain kinds of arthritis, sympathetic dystrophy, which causes excruciating pain, progressive paralysis, and other ailments.

One patient, suffering from multiple sclerosis, couldn't lift a cup of coffee to her lips before using the neuropacemaker. After only a few minutes of treatment, her pain vanished. Another patient was plagued by intractable pain in his arm caused by an automobile accident. Electrical impulses, delivered to the base of his neck, brought relief.

These are stories about just a few technological miracles. The promise and hope they embody are as infinite as the universe. That promise and hope impose an obligation on us--an obligation to accelerate the application of technology to meet the needs of individuals with disabilities. The National Initiative on Technology and the Disabled is our attempt to meet that obligation. It will establish a partnership between public and private sectors to answer that challenge.

A private, nonprofit organization has already established a model information network in the state of Washington. Our plan is to encourage the extension of that model to a four-state network and to complete the grid across the country by the end of 1987.

We are also encouraging a second program called "Tech Team." Local teams of researchers, scientists, engineers, and other skilled professionals will be organized to apply their skills and technical knowledge to aid Americans with disabilities. Their objective will be to help master the obstacles encountered in daily living.

Volunteers for Medical Engineering, Inc. (VME), a nonprofit organization founded by John Staehlin and operating in Maryland, is one example of the potential offered by a "Tech Team" approach. VME researchers and engineers have developed devices to address particular needs encountered by clients who seek their help.

VME discovers unique and individualized product design. It provides Americans with disabilities an increased opportunity to be involved in the design of the products they will use. The local "Tech Teams" will be able to focus new applications of technology to meet an individual's particular needs.

David Ward, a quadriplegic, has already benefited from the "Tech Team" approach. He is again able to move his fingers, thanks to a hand-splint created especially for him by a Westinghouse scientist participating in the VME program. David's hand was a useless limb with no mobility; now it's a useful tool with limited movement. For him, a new world of freedom and opportunity has been opened.

These programs deserve our support. However, they are only a beginning. Each one of you has the talent, expertise, and vision to contribute in some way to this initiative. Faster applications of technology are an imperative challenge that must be addressed. I urge your support and cooperation.

This initiative will help us at the Department of Health and Human Services to assist individuals with disabilities. The Developmental Disabilities Act of 1984 was designed to increase the independence, productivity, and community participation of individuals with developmental disabilities. Its intent is to maximize the self-sufficiency of Americans who are developmentally disabled.

Already we are seeing signs of progress. In combination with the Federal Employment Initiative launched in November, 1983, 25,000 persons with developmental disabilities have obtained competitive employment. The economic advantages for both those employed and the government are impressive. The gross annual earnings of these individuals is estimated to exceed \$107 million, and tax contributions, estimated reductions in transfer payments, and estimated savings in costs for alternative programs will be approximately \$135 million annually. Of equal importance is the fact that employment enhances freedom and the sense of independence. It gives a purpose to life and a greater feeling of self-worth.

Of course, more can and must be done. Each year 95,000 Americans with developmental disabilities graduate from high school special education or adult vocational educational programs and enter society with the hope of finding jobs. This year our goal is to help 50,000 more find competitive employment. I believe we will reach that goal.

But to establish goals for employment and programs to create opportunities is only the beginning. The catalyst that will open up new job opportunities, enhance personal dignity, and provide Americans with disabilities the opportunity to enjoy new freedom is this National Initiative on Technology and the Disabled.

Please join us on this voyage of discovery. This is a new and a great adventure--to open up new horizons for people with disabilities. Together, we can accomplish much as we sail into uncharted waters with compassion,

hope, and joy of fulfillment. As Daniel Boorstein wrote in his brilliant historical work, *The Discoverers*, "The most promising words ever written on the maps of human

knowledge are *terra ingognita*--unknown territory."
Thank you.

INDEPENDENCE, DIGNITY AND THE QUALITY OF LIFE

Lex Frieden
National Council on the Handicapped

Since coming to Washington as Executive Director of the National Council on the Handicapped from my former job as Director of the Independent Living Research Utilization Project at the Institute for Rehabilitation and Research and Baylor College of Medicine in Houston, I have discovered that some of the simplest jobs in this capital city can be complicated by politics and communications gaps. At the same time, some of the most difficult and complicated problems which we face can be solved through the dedicated efforts of talented and hardworking people like those who helped to organize this event. I congratulate all of you who helped to plan, organize and engineer this event, as the apparently simple jobs, albeit sometimes complicated ones, appear to have been done and the complicated problems necessarily associated with an event of this scale seem to have been more than adequately solved. Thanks for that and congratulations again.

Now...I would like to talk a little bit about sports, recreation, cultural arts and leisure time activities. As I was preparing these remarks a few nights ago, I began to wonder why I had agreed to speak on these topics at all. It occurred to me that I never have imagined myself to be an athlete, a performer or an artist. I've never won a race, sung before an audience, or painted anything of value. But then, I remembered how important recreation has been in my life. Before I was disabled, it was recreational activities, not schoolwork, which helped me to develop social and communications skills. And after I broke my neck, while I was still in the rehabilitation center, it was an organized recreation program which helped to reorient me to society and to experience for the first time after my accident, what it feels like to be in public--in a wheelchair.

My first three ventures outside the institutional confines of the rehabilitation hospital were planned recreation

events, organized by a recreation therapist and supported largely through voluntary efforts. I remember asking the cashier at the Astrodome to get my popcorn money out of my shirt pocket, I remember discovering the steps at the performing arts theatre, and I remember the girl I met at the art exhibit.

As I think about it, recreation is a fundamental part of all our lives. But this conclusion leads me to some paradoxical logical dilemmas...If it is true that recreation is a vital aspect of our lives as healthy human beings, then why isn't therapeutic recreation reimbursable through both public and private insurance programs? If it is true that recreation is a vital aspect of our lives as health human beings, then why is the recreation program in many rehab settings the first to be cut when budgets get tight? For that matter, why are recreation programs more dependent on charitable contributions than any other kind of therapeutic or life enhancing programs?

I have some more questions. Why are disabled people segregated in certain sports and recreation programs? Why can't I sit by my wife who's in a wheelchair in one theatre or by my sister who is not in a wheelchair in another theatre? Why can't my deaf friends phone the stadium to get information about ticket availability and why can't my blind friends sit where they wish when they're flying to Bermuda on vacation? Why aren't there more disabled people trained as recreation therapists and why are those who are trained often discriminated against when they seek employment? I can't answer these questions, but I have an idea of how to begin.

First, I think we have to stop being apathetic. I think we need to recognize and point out discrimination and segregation when they occur. Second, I think we need to stand on our principles of equality and fairness and hold steadfast and dear the notion that recreation and leisure time acts are just as important in life as education, employment, and medical care.

Finally, I think we need to realize that the barriers and frustrations which we face in sports, leisure, and cultural activities are the result of outdated concepts, attitudes and practices. We can't expect to change history overnight, but by addressing the issues that I've raised here and those which you will identify in your workshops today, in a forthright, constructive manner, we can change the status quo. By targeting our objective for change, by organizing ourselves across disability groups, across geographic barriers, across specific interests and across existing organizational boundaries, we can effect change and more quickly than many of us imagine. We have the power; we have the right and I believe we have the commitment to set rational goals for change, to organize effective networks of communication, to plan successful



Lex Frieden

Mr. Frieden is Executive Director of the National Council on the Handicapped

strategies for action and to work together as friends and companions, to secure equality in recreation and in all other aspects of life.

Inspire '85 marks an opportunity for us to commit ourselves to this challenge. Perhaps Inspire '88 will give us the chance to measure our progress, and by the end of the International Decade of the Disabled, we will be able to celebrate our success at achieving real equality in opportunity as well as participation.

This morning, I want to challenge you to use all your creative and imaginative energy to construct and carry out solutions to these questions which we all have, and the underlying problems which our questions belie, so that in the future we and thousands of other people with disabilities can lead full and meaningful lives as independent and productive citizens who can benefit in equal measure from the progressive society which we have helped to create.

Position Papers

THE STATUS OF RECREATION PARTICIPATION BY DISABLED PERSONS IN AMERICA

David M. Compton, Ed.D.

Over the past quarter century, considerable attention has been paid to recreation and leisure. As our society significantly increases its participation in recreation and leisure, expenditures on goods and services increase. In fact, spending on leisure goods and services, including tourism, is rapidly becoming a major economic force in many states. Over half cite tourism as their leading economic resource.

"A fun-seeking U.S. spends more on leisure than it does on defense." It has been estimated that in 1981 we spent \$244 billion on leisure -- about \$77 billion more than on defense. In fact, "Leisure accounts for about \$1 in every \$8 spent...by American consumers," according to an August 1981 *U.S. News and World Report* article.

While the work ethic may be waning, the basic drive "to do as you please--on your own time" shows no sign of fading. For many, it is through their recreation and leisure pursuits that they achieve identity and satisfaction. The *U.S. News and World Report's* Special Report on Leisure points to the importance of recreation and leisure in this rather candid statement: "Not only is leisure a central part of America's pursuit of happiness, but more and more people use leisure as a way of identifying who they are...." For many Americans, success is measured by the sense of meaning or purpose in their lives, the sense of fulfillment and belonging. In his classic work *Beyond Freedom and Dignity*, B.F. Skinner suggests that "a sensitive test of the extent to which a culture promotes its own future is in its treatment of leisure." He goes on to say that leisure is the "epitome of freedom," yet our culture is "badly prepared for its vistas."

While participation in recreation and leisure pursuits has skyrocketed in 25 years, we have little

empirical evidence to indicate what has happened to the special populations in America. While it may be obvious that disabled individuals have become more involved in recreation and leisure pursuits, we do not know how much participation has increased.

This position paper examines the evolution of recreation and leisure for disabled persons in America. It presents a brief review of the legislative mandates and an examination of the importance of recreation and leisure for participants with disabilities. The final sections attempt to determine the status of recreation for disabled groups, present several key issues that may mitigate against increased quality participation, and make recommendations for INSPIRE '85 Forum panelists and others to ponder.

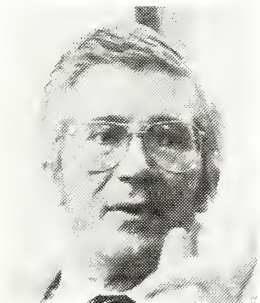
After World War II

After World War II, it became evident that recreation and leisure pursuits were essential to satisfactory readjustment and fulfillment for America's veterans. Introduction of wheelchair basketball, amateur radio stations, and other innovative programs in Veterans Administration hospitals during the postwar period marked a beginning of an era. From the turn of the century until the early 1960s, the pattern was to incarcerate disabled individuals, particularly such groups as the mentally ill, mentally retarded, chronic physically impaired, and deaf-blind, in large "total institutions."

We were supposedly protecting them (or society!) from injury, abuse, and other harm. Our approach was to keep them hidden and entertain, divert, and amuse them under the guise of maintaining a quality of life. Often psychopharmacological programs rendered the residents inert, unable to recognize what was going on or derive any real value from the entertainment or activity.

In the 1960s, our society began to increase and expand its services to disabled persons. Gradually, rehabilitation programs expanded to include independent living in addition to work. A reflection of this change was expressed by Arabella Martinez in a statement before the Senate Subcommittee on Human Resources (July 14, 1977). She stated that the goals of rehabilitation include "helping disabled people obtain employment and live more independently, with dignity and choice."

Another consumer, Andrew Adams, echoed this opinion in a statement at the National Hearing on Recreation for the Handicapped before the Architectural and Transportation Barriers Compliance Board



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in October 1976. He indicated that rehabilitation should maximize "the capabilities of the handicapped so they can become employable and can more fully participate in community life."

The importance of recreation and leisure as an integral part of the rehabilitation process has been recognized and documented for years. Howard Rusk, one of the nation's eminent rehabilitation specialists, first acknowledged recreation by employing a full-time recreation specialist in his New York Rehabilitation Institute. The Veterans Administration has for decades employed recreation professionals to deliver outpatient services. In 1962, A.B.C. Knudson, former President of the American Medical Association, stated: "Recreation under any circumstances is a need, a need for human growth, development, and behavior. A need for total fitness. This need does not diminish when a person enters a hospital. In fact, it often increases and almost always becomes more complex."

Other individuals, including Luther Terry, former Surgeon General of the U.S. Public Health Service, recognized the importance of recreation in the rehabilitation process. The Rehabilitation Services Administration officially recognized the role of recreation in rehabilitation through the Vocational Rehabilitation Act of 1965, which authorized training funds for personnel preparation in therapeutic recreation.

During the later 1960s and early 1970s, professional preparation programs to train therapeutic recreation professionals expanded rapidly. From 1930 to 1975 the number of park and recreation curricula rose from 1 to 398. This phenomenal rise in professional preparation programs in general parks and recreation also gave rise to specialized preparation in therapeutic recreation.

Formation of the National Therapeutic Recreation Society (NTRS) in October 1966 had a significant effect on recreation and leisure services for persons with disabilities. NTRS was the result of the merger of the National Association of Recreation Therapists (NART), Hospital Recreation Section-American Recreation Society (HRS-ARS), and the Council for the Advancement of Hospital Recreation (CAHR). Under the NTRS banner emerged the prestigious *Therapeutic Recreation Journal*, the principal publication for scholarly works in the discipline. Establishment of the national certification program and standards for practice administered by the National Council on Therapeutic Recreation Certification (NCTRC) was a major development.

Other professional organizations, including the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD), the National Consortium of Physical Education, Recreation and Health (NCPERH), the National Association of Therapy and Rehabilitation Program Directors, and

the National Correctional Recreation Association, have also contributed to increased recreation service to disabled persons. Voluntary and advocate organizations, such as Easter Seals, American Foundation for the Blind, National Association for Retarded Citizens, American Camping Association, American Coalition of Citizens with Disabilities, National Council on Rehabilitation, and the United Cerebral Palsy Association, have also contributed to the expansion of service delivery.

The Joseph P. Kennedy, Jr. Foundation created and sponsors Special Olympics, a landmark program. From its beginning in the mid-1960s, this program has grown to immense proportions. It brings competitive sport and recreation to millions of mentally retarded citizens worldwide. The vision of Mrs. Eunice Kennedy Shriver, founder of Special Olympics, has become the premier vehicle for bringing the disabled "out of the shadows." The Special Olympics movement affirmed the right of mentally retarded individuals to recreation, joy, and the spirit of fellowship.

Another noteworthy organization is the San Francisco Recreation Center for the Handicapped. With vision and persistence, Center Founder and Director Mrs. Janet Pomeroy began with 6 children in 1952 and now serves over 2,000 disabled individuals. This unique center serves those who cannot gain access to local school, rehabilitation, or park and recreation programs.

The Federal Government's Role

Federal law pertaining to handicapped persons can be traced to 1827 when P.L. 19-8 created a parcel of land for a "Deaf and Dumb Asylum" in Kentucky. The federal government advanced little beyond vocational rehabilitation and specialized, segregated education until 1973. Significant legislation pertinent to the preparation of physical education and recreation professionals and the conduct of research was enacted in Title V of P.L. 90-170. This law became the basis for P.L. 94-142, the 1975 Education for All Handicapped Children Act, the first comprehensive legislation that provided "related services" access to the public schools as part of the overall education program. During the 1970s, P.L. 90-170 was the primary legislation that enabled the advanced training of specialists in physical education and recreation for handicapped children.

Since the early 1970s model programs and research concerning recreation and disabled persons have been sponsored by the Office of Special Education and Rehabilitation Services, formerly the Bureau of Education for the Handicapped. Recently significant cutbacks from a peak of approximately \$3 million to less than \$1 million pose a serious threat to continuance of many programs across the nation. Coupled with the demise of revenue sharing and other

state and locally funded programs, it is obvious that there may be massive restructuring or ultimate elimination of programs and services.

Since 1974 four major events either solely or jointly sponsored by the federal government have called attention to recreation for the disabled. The first was the National Forum on Recreation and Handicapped Individuals, sponsored by the President's Committee on Employment of the Handicapped and the the National Recreation and Park Association. The forum was to "identify problems and issues involved in providing recreation and park services for disabled persons and to devise feasible, practical approaches to resolve and/or respond to those problems and issues."

Forum co-sponsors believed that the need existed for an exchange between disabled consumers and recreation professionals to design a plan of action. The sponsors also believed that disabled consumers needed to present their expectations, needs, and aspirations to service providers in community-based recreation facilities. Greater understanding on both sides would result in a more accurate perspective of what could be offered to disabled persons.

A second event was the 1976 National Hearing on Recreation for Handicapped Persons held in Boston, Massachusetts, in conjunction with the National Recreation and Park Association's annual Congress for Recreation and Parks. It was one of three national hearings held by the Architectural and Transportation Barriers Compliance Board since its inception in 1973. Approximately 20 individuals participated as representatives of national, state, and local recreation service providers and joined other professionals from related recreation and rehabilitation disciplines.

Testimony was provided by the National Park Service, former Bureau of Outdoor Recreation, the Rehabilitation Services Administration, National Rehabilitation Association, and National Recreation and Park Association. Three specific recommendations emerged: (1) initiate and implement national policies that demand compliance with existing laws; (2) develop appropriate recreational resources; and (3) stimulate research in recreation for disabled persons.

The third major event was the 1977 National White House Conference on Handicapped Individuals, actually authorized in 1974, resulting from a series of state conferences. Recreation and leisure needs for handicapped persons was one of 22 agenda topics. David Park, Director of Special Programs and Projects, National Park Service prepared the awareness paper *Recreation*. This document was used by delegates at the state meetings to guide discussions and formulate recommendations. Recommendations were made for specific action in service delivery, consumer involvement, information dissemination, education, accessibility, enforcement, job opportunities, and research and demonstration.

The fourth event, the Nationwide Outdoor Recreation Plan, was authorized in 1963 by Public Law 88-229, which directs the Secretary of the Interior to "formulate and maintain a comprehensive nationwide outdoor recreation plan which sets forth the needs and demands of the public for recreation, assesses current and future availability of resources to meet those needs, and identifies critical problems, solutions, and responsibilities of each level of government and public interest groups." The 1973 Nationwide Outdoor Recreation Plan paid little attention to concerns of disabled persons. The Third (1979) Nationwide Outdoor Recreation Plan did better. Disabled Americans and their recreation professional advocates were able to contribute to the review process.

Chapter 6 of the Third Nationwide Outdoor Recreation Plan focused on the issue of access to land and facilities for handicapped citizens:

The importance of recreation to handicapped persons cannot be overstated because many handicapped persons are not able to work at regular jobs, or are discriminated against in trying to get them, many are deprived of the chance to meet mental and physical challenges which the general population regularly experiences. The potential for their participation in outdoor recreation and recreation programming is great. Given the proper opportunity, all types of handicapped individuals can participate in outdoor recreation settings and programs. In fact, one of Outward Bound's wilderness adventure programs provides courses which include the physically disabled.

Although this statement advanced the case of the disabled, it did not seem to have much impact on subsequent studies carried out by the Department of the Interior. In 1982-83 the National Park Service in cooperation with the U.S. Bureau of Census conducted personal interviews of 5,757 Americans 12 years of age and older to determine their leisure-time activities in the outdoors. While data have been collected for over 25 years, the disabled population has not been studied. This neglect may have occurred for a number of reasons, including the complexity of obtaining a representative sample size. We still have little empirical data for a profile of disabled persons upon which to plan to meet their social recreational needs.

While the federal government continues to amass data on the recreation participation of the general population, no apparent data base exists for the disabled population. A federally sponsored research conference in 1974 noted this lack of research data:

Perhaps the most significant outcome of the efforts to specify priorities was an acute awareness of the

lack of research in general relating to leisure activities and participation by handicapped populations.... The field needs extensive descriptive research to assist in the development of viable facets and elements of facets; it needs to synthesize extant research (Verhoven & Goldstein, 1976).

Unfortunately, the federal government's commitment to determining the need for and value of recreation participation for disabled individuals is questionable.

Several key pieces of federal legislation have fostered the development of recreation services to disabled persons. An indepth review can be found in a 1980 booklet developed by David C. Park entitled *Legislation Affecting Park Services and Recreation for Handicapped Individuals*.

In summary, during the past quarter century, there has been an explosion in leisure and recreation. Expenditures for leisure, recreation, and tourism have made these areas the leading force in over one-half of the states. Participation in recreation has also increased. General public participation appears to be well documented; participation by disabled persons is not.

Other Developments

There have been significant advances in professional preparation, volunteerism, program development, consumer advocacy, and leisure service delivery. But it appears that there is more rhetoric than empirical evidence about the need for recreation participation and the net effect of participation for disabled persons. Legislative and legal mandates for recreation have apparently been sporadic and have either not been implemented or funded or have been overlooked.

A brief review of the past decade of recreation participation is necessary before addressing the current state of the art. Several key studies indicate an increase in programs and services for the disabled population. The American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) in the early 1960s sponsored a national conference on programming for the mentally retarded, which explored the status of programs, training activities, research, and planning. (The report is available from AAHPERD.)

In 1969, AAHPERD, in cooperation with the National Recreation and Park Association, conducted a study conference on research demonstration needs in physical education and recreation for handicapped children. Progress in personnel preparation, legislation, research, and resource development was cited. In 1975, a final report from the Information and Research Utilization Center, a unit specializing in physical education and recreation for the handicapped within AAHPERD, focused on collecting

materials about programs and services in physical education and recreation for handicapped persons. The final report contained 20 state-of-the-art papers that explored needs related to personnel preparation, research, demonstration, and services in the field of recreation for disabled persons. The unique feature of the report was its focus on recreation in residential facilities and community recreation agencies.

A study by Gerald O'Morrow of residential facilities in the late 1960s found the following:

- An acceptance by staff of recreation as part of overall treatment in residential facilities.
- A substantial increase in the provision of recreation services in residential facilities since 1958.
- A greater emphasis on recreation in public rather than private facilities.
- A need to validate the specific benefits of recreation.
- A need for better preparation of recreation personnel.

O'Morrow indicated a critical need for empirical research to describe scientifically the direct relationship of recreation to the rehabilitation process. O'Morrow's assessment of the need for scientific data coincides with information and declarations made in conferences in the past two decades (Verhoven & Goldstein, 1976; Regional Rehabilitation Research Institute, 1980).

Several studies provide insight into the growth of community-based recreation services. A 1964 study sponsored by the National Recreation Association and the National Association for Retarded Citizens surveyed 2,000 community recreation departments to determine the scope of the services provided to physically handicapped and mentally retarded individuals. Of the total surveyed, 427 agencies were found to provide programs or facilities for disabled persons. However, when contacted for follow-up, 139 communities indicated that they served mentally retarded persons in separate facilities and 164 communities served physically handicapped individuals in segregated programs (Park, 1977).

Berryman, Logan, and Lander (1971) conducted a major study of recreation programs in large metropolitan areas under the auspices of The Children's Bureau, U.S. Department of Health, Education, and Welfare (now Health and Human Services). This study showed that 88 percent of agencies serving handicapped individuals provided some recreation services to handicapped children.

In 1971, the Community Council of New York City conducted a study of administrative problems in recreation and parks using a sample of 80 cities with a population of 150,000 or more. Of the 45 cities responding, a large percentage reported offering services to handicapped persons (Kraus, 1973).

One major difficulty with many of the studies is the lack of information gathered about the extent of services to handicapped persons. In many studies, the numbers of persons actually being served was unclear. Reporting procedures need to be refined and improved.

In the 1975 report of the National Institute on New Models for Community and Leisure for Handicapped Children and Youth, John Nesbitt (1978) reported that out of 61 responding communities representing a total population of 14 million, only 31,306 (3%) of the handicapped population were receiving leisure services. The National Institute study also investigated the numbers of full-time personnel designated to deliver leisure services to disabled persons. In the 61 agencies reporting, there were 366 full-time-equivalent personnel. In addition, there were 212 non-paid volunteer students and interns. The study reported that in larger communities with larger programs, there tended to be more full-time personnel, while in small communities and programs, part-time personnel provided services. Nevertheless, it appears that in most cases volunteer and part-time personnel provide the vast majority of services.

It is interesting to note that the information from the National Institute study does not differ significantly from that gathered in a study published in 1977 by the National Recreation and Park Association. The Association study of 2,018 municipal agencies, 1,211 county agencies, 345 special districts, and 50 state park systems represents the most comprehensive study to date of park and recreation personnel. It revealed that there were 84,105 full-time staff employed in public parks and recreation across the country.

Of the 1,862 public tax-supported municipal, county, special district, and state park systems responding, 302 (slightly more than 16%) employed one or more staff in service to disabled persons. A startling fact is that of the 43,103 total persons employed within these systems, only 910 (2.1%) were employed in service to disabled persons. Henkel and Godbey (1977) noted that:

...although no nationwide study has been made of employment for [therapeutic recreation] specialists, it is believed that most opportunities have existed in hospitals, correctional institutions, health and rehabilitation centers, nursing homes, private schools, and camps....Yet, recent conferences and workshops have stressed the desirability of employing such specialists in public, tax-supported park and recreation agencies to provide service to non-institutionalized persons with physical and mental disabilities.

Gerald O'Morrow (1980) has stated:

The question as to why public park and recreation departments are not offering more recreation services

to special populations members is difficult to answer. Any number of reasons have been given--lack of funding, lack of transportation, lack of accessible facilities, lack of specialized leadership, lack of awareness of needs of special population members, lack of proper attitude toward special population members, lack of cooperative attitude between municipal recreators and therapeutic recreators. Regardless of the various reasons given, few reasons are going to be acceptable today and in the future as a result of federal legislation. While federal guidelines as they might affect provision of recreation services for special population members have yet to be completely worked out, they will be as time passes.

Although O'Morrow's words are comforting, preliminary data from a study conducted by the University of Oregon (1984 Survey of Services to Special Populations by Municipal Park and Recreation Departments in the United States) indicates that little progress has been made in the development of these programs and services. In fact, there may have been some back-sliding; the percentage of departments reporting programs has slipped significantly. The study is based on over 2,000 U.S. municipalities. Of these, only 38.4 percent indicated that they did have programs for disabled persons. Of those reporting no programs, only 42.6 percent felt that they should have programs.

The preliminary data from the Oregon study indicate that, consistent with the NRPA study and National Institute study, there are few professionally trained full-time staff. In fact, according to Kathy Halberg of the Oregon study team, only 15.6 percent of the respondents had two or more full-time staff members.

In a recent (1985) national pilot study of participation by individuals with handicaps in recreation and parks, Compton, Thorsen, Robb, and Hitzhusen studied approximately 100 agencies in nine Standard Metropolitan Statistical Areas (SMSA) and several organizations indicating recreation service to disabled persons. The study, while not representative, did reveal some rather interesting facts about recreation participation across the nation. It appears as though there are no standard participation records in either public, private, or commercial facilities. Therefore, it will be increasingly difficult to determine total annual participation and frequency of that participation in a variety of activity areas. Respondents believed that participation had generally increased. Although they were unable to assign numbers in each activity category (such as dramatic activities, team sport activities, outdoor recreation, and education), it was evident from the data that participation is "perceived" to have increased.

Others revealed that people seemed to be more "caring" and "provide moral support for individuals

with disabilities" and that the attitudes of the able-bodied population have changed. In general, one might surmise from the responses to this question that increases in accessibility of buildings, areas, equipment, and transportation represent changes in the physical support network. It is evident that professional staffing and individualized services have not changed significantly.

What is critically needed is an indepth study of Standard Metropolitan Statistical Areas (SMSA) to determine the role of public and private agencies in service delivery to disabled persons. It is apparent that many public agencies could benefit from collaborative efforts with private and commercial counterparts in their regions. What does come through clearly in this study is the lack of response and continued avoidance by the commercial and private sectors.

In summary, the current status of participation in recreation by disabled persons across these United States is not empirically definable. Some observations might be made from the evidence amassed to date, but a detailed study in selected regions or nationwide would be extremely desirable. The following observations about recreation participation are the opinions of the author of this paper.

- The public park and recreation sector has yet to fulfill its responsibilities to meet the recreation needs of disabled persons across these United States. Program offerings and professional staffing are insufficient. While agencies may provide facilities and make areas accessible, there is little evidence of a concerted effort to meet the programmatic and individual needs of disabled persons in communities.

- The private and commercial sectors continue to be somewhat unresponsive to the needs of disabled persons. This may be due to "for-profit" operations. It does seem rather interesting that no declarative statements or responses to many surveys have been provided to firmly establish the role and responsibility of private and commercial ventures. Although major amusement attractions do provide accommodations for disabled persons, it is evident that few have specially designed programs to meet the "continuum of care" necessary for differing needs of disabled persons.

- There is little empirical data on the "satisfaction" that disabled persons derive from leisure participation. Although we have focused our energies on the leisure service delivery system and its faults, no nationwide effort has been developed to focus on responding to the actual needs of disabled persons through leisure. It appears that disabled persons who function adequately in day-to-day living will need to be studied to determine their leisure needs and options for meeting them, sources of satisfaction, and barriers to leisure fulfillment.

Although there has been an increase in the number of therapeutic recreation specialists and other specialists concerned with disabled persons, it appears as

though few of these have been employed in the public or private sectors. If, indeed, the disabled are moving toward the least restrictive environment and have advocates in the community who can facilitate their development, considerable attention should be given to professional development and employment in the public sector.

In an era when federal, state, and local governments by law must provide equal access to facilities and programs, and when discrimination is prohibited and individual freedom extolled, it seems somewhat paradoxical that there appears to be noncompliance and unmet needs and lack of opportunities for America's disabled. While recreation programs for the disabled have increased over the past 25 years, we still have many individuals who do not have avenues to achieve personal fulfillment through leisure and recreation.

As Stein indicates in a commentary on the public recreation sector:

Perhaps one of the most frustrating and discouraging commentaries that can be made of organized community recreation in America is its failure to serve large segments of citizens. It seems paradoxical that on the one hand it is generally agreed by recreation professionals that opportunities for meaningful recreation experiences are a universal need and that programming should be designed to meet the needs of all of the people. This is particularly true in the public sector or in governmentally sponsored community recreation. Yet, such opportunities are not being offered to some members of our communities except in limited instances (O'Morrow, 1980).

But it should be pointed out that government, in and of itself, is not the only solution. The private and commercial sectors have long shirked responsibility for direct and support services to the disabled.

Ultimately, the responsibility for "pro-action" lies with all who live in this society. By accepting tax monies, federal, state, regional, and local governments have an ominous responsibility to preserve "liberty and the pursuit of happiness." Private and commercial ventures in recreation should feel a responsibility to use a portion of their profits to promote the public good. This responsibility is being thrust on the private sector by government because of a rising debt and limitations set on government services.

The individual citizen also has a responsibility as advocate. Disabled individuals have the responsibility to make their needs known and must, in the final analysis, assume responsibility for their own leisure destiny.

Today we face many threats to the maintenance and improvement of social services. Government cutbacks in social services, revenue sharing, grants-in-aid, and funds for research and training may imperil our ability to meet the growing needs of the disabled

for recreation and leisure fulfillment. Several key national issues seem worthy of mention. These issues (by no means intended to be an exhaustive list) should be addressed by those with power and responsibility so that the recreational needs of disabled persons can be met in the coming decades. (Note: These are not presented in priority order.)

Issue #1 Development and provision of publicly supported recreation programs for disabled persons is inadequate

There are numerous citations and studies that point to our dismal performance in providing recreation services to disabled persons in the public sector. This is especially true at the state level. Leisure service delivery systems that reflect a continuum of service (therapeutic recreation/rehabilitation, leisure education, and general recreation) must be developed. The Comprehensive Leisure Service Model advanced by Gunn and Peterson should become a standard for service delivery. National accrediting agency evaluative criteria should reflect a continuum of services. Federal statutes should be developed to mandate the continuum/comprehensive model.

Issue #2 Interagency cooperative planning and service delivery is required

In many cases there is little evidence of inter-agency cooperation among different levels of government and among public, voluntary, private, and commercial sectors. Avenues for cooperation, optimal use of resources, sharing personnel, and synergistic programming must be explored.

Issue #3 Adequate and representative funding of programs and services is not evident

One of the most common reasons for not providing recreation services to the disabled is cost. "Pilot," seed, or short-term approaches to funding these programs have occurred through one-time grant, contract, donation, and other means. Long-term funding in the base or fixed-funding formula of agencies is required. If government is required by law to serve all citizens, then demand for the fair share and, possibly, retroactive funds should be forthcoming. What have been the expenditures of local, state, and federal governments on the disabled in recreation? Are they proportional? Representative?

Issue #4 Barriers to recreation participation continue to constrain individual development achievement

Involvement in recreation and leisure by disabled persons has been demonstrated to promote independence, growth and development, and personal achievement. One only need examine the monumental successes of Special Olympians to personally gain insight into the value and meaning of recreation and leisure. Architectural, attitudinal, transportation, communication, and a host of other barriers continue

to impede the progress of disabled persons toward independence and a quality of life equal to that of able-bodied persons.

Issue #5 Professionally trained personnel as well as disabled advocates/facilitators must be employed to meet current and projected needs

Today there is still a lack of professionally trained personnel to deliver the comprehensive leisure and recreation services the disabled community desires and needs. Manpower studies clearly reveal a lack of community-based professionals who could be central in the achievement of transitional living goals of the federal government under P.L. 94-142. Further, several research and training projects have identified that importance, feasibility, and efficacy of employing the disabled in the leisure occupations (Compton & Vinton, 1977). In this study 94.3 percent of the respondents to this national survey indicated that they would "consider hiring the handicapped." Although they advocated such employment, only a few actually hired disabled persons on a full-time or seasonal basis.

Issue #6 Applied and pure research is required to provide empirical evidence of the extent to which leisure and recreation have an impact upon disabled persons

At present there is little substantive or empirical evidence that recreation and leisure are of importance to the disabled. All, including the disabled, believe emphatically that without leisure and recreation their lives would be dark and without hope. Government and the scientific community want to know that there is a difference--and that it is significant. Additional funding is needed for research.

Issue #7 Emergence of disabled persons as "full citizens" and changes in rehabilitation and education require a re-examination of current leisure service delivery models

As the disabled become more independent, are mainstreamed into society, and assume individual responsibility for their lives, the current posture of professionalism may need re-examination. Further, new approaches to rehabilitation and health care, with an emphasis on "wellness," may require that substantive changes be made in the type of recreation programs offered. Transitional living, with its accompanying rights and responsibilities, will force all involved with disabled persons to re-assess the purpose of life and, subsequently, the role of leisure.

Based on the information provided in this paper, the author provides INSPIRE '85 Forum participants, federal, state, and local authorities, professional and advocate organizations, private and commercial sectors and the disabled community with the following recommendations.

- National professional organizations, recreation

and park professionals, disabled consumers, and federal officials should cooperate to plan to meet the recreation and leisure needs of disabled persons. This action clearly implies that the forthcoming Nationwide Outdoor Recreation Plan should have input from the therapeutic recreation professional community as well as disabled consumer advocates who are intimately aware of recreation needs. Other federal initiatives in the areas of urban recreation, rehabilitation, and education should also include therapeutic recreation professionals and disabled consumer advocates.

- Funding for research, model programs, and training of professionals and disabled consumers should be increased at the federal level to meet the needs of the disabled community. The private and commercial sectors should likewise be confronted to develop an ongoing commitment to these programs and service delivery systems.

- Nationwide data bases (including the Nationwide Outdoor Recreation Plan and census data) should be required to include components on recreation participation and satisfaction of disabled persons.

- Applied and pure research should be strongly encouraged to determine the efficacy of recreation and leisure in the lives of disabled persons. Further, response to previously published research initiatives and guidelines by the federal government should be funded immediately and for the long term. A nationwide research plan of recreation and leisure for disabled persons would greatly enhance the ability of professionals and service delivery systems to meet the current and projected recreation and leisure needs of this population.

- Professionals, disabled consumers, government agencies, advocacy organizations, and interested others should come together to advocate for increased services to disabled persons, share successes and failures, disseminate information, provide technical assistance, participate in research, and examine funding alternatives.

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THE STATUS OF INTERNATIONAL PARTICIPATION IN RECREATION, SPORTS, AND CULTURAL ACTIVITIES WITH DISABLED PERSONS

Bob Price, Ph.D.

Mr. Chairman, ladies and gentlemen. I would like to make a few brief, prefatory comments.

I wish to go on record as saying how pleased and honored I am to have been invited to address such a prestigious meeting. The activities of the President's Committee on Employment of the Handicapped have long been known to me. I may hail from "across the Pond" but, as one or two of you are already aware, I have spent five of the last seven years in the United States (first in Illinois and then in Virginia), and it would have been difficult for me to remain unimpressed by the Committee's reputation.

I wish also to record, indeed to confess, my feelings of inadequacy at being the only speaker present who has been charged with the task of providing an international perspective...feelings that, strangely, have increased during the past few minutes. As I have just intimated, although I am British and have spent most of my life in England, I have at least benefitted from a few years of living as what your U.S. Immigration and Naturalization Service so cheerfully describes as a "nonimmigrant alien."

In addition, prior to my sojourn in the United States, I was fortunate to be able to spend another several years in one of Britain's "quangos"--a quasi-autonomous, nongovernmental organization that, in this particular case, was concerned with international education and which, during that time, required me to visit 15 or 16 countries in Africa, Asia, Europe, and North America. I was to learn something of the nature and extent of the service provided for disabled persons.

However, I am still painfully aware of the truth of the old adage that "the more you know, the more you realize there is to know." The international perspective I offer is as broad as I can make it, but it is inevitably as narrow as the personal and vicarious experience I have managed to accumulate to date.



Bob Price, Ph.D.

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To the task at hand: namely to consider "the status of international activity in recreation, sports, and cultural activities with disabled persons." I am forced to be selective. The key words--international, recreation, sports, cultural, and disabled--have narrower meanings than might otherwise be the case. The treatment of these words will be topical and contextual rather than general or universal in their application.

DEFINITIONS

Let us begin with the term "international." It is very difficult to present an international perspective on anything without even unintentionally allowing certain indications to appear based on personal origin and experience. My own international experience is perhaps broader than most, but it is still predominantly western and, narrower still, Anglo-Saxon. The cultures I know best are those of the United Kingdom and the United States. I am almost as familiar with many of the countries of Europe. I have had brief personal excursions into Africa, the Near and Middle East, and the Soviet Union. I have no personal experience whatsoever with the Far East, Australia, and Central and South America.

In addition, the word "international" can have several meanings, depending on the context. The phrase "the status of international activity" has at least two different meanings: the status of that activity that is international--which involves more than one nation--or the status of that activity internationally--when comparing one country with another. With respect to recreation and cultural activities, the latter seems to have more relevance. For sports, however, both uses would appear to have relevance because sports are essentially competitive.

I intend to look at the phenomenon of recreation, sports, and cultural activities in two complementary ways. I want to look at all three phenomena in a comparative mode and to look at sports alone as a form of international activity, which brings together representatives of different nations.

I have already given a number of clues as to what I consider to be the differences and the relationships of the terms "recreation, sports, and cultural activities." It is helpful to relate each term to yet another which I believe has a common origin--play.

When play is conceived as a form of behavior (indeed, any form of behavior) that is arousal-seeking (Ellis), autotelic (Csikszentmihalyi) and, through an appropriate combination of skill and challenge

facilitating that peculiar "flow" state that motivates continued involvement in the same activity, then it is not difficult to imagine how all present-day sports and cultural activities might have their origins in play. Today, they are nothing more than ritualized, normalized, or otherwise sophisticated forms of play.

Having common origins, however, does not mean that they are as close today as they once were. However, even today the play element in them is easily identified. What separates them today are the forces that motivate us to participate. Regardless of origin, any sporting or cultural activity can be performed as an aspect of education, therapy, work, leisure, or recreation. None of these motives alters the nature of the activity. What is different in each case is the reason for participating and the anticipated reward.

Sports activities and cultural activities are both more or less stereotyped forms of behavior that share a common origin in play. Recreation is not an activity at all, but the often elusive, yet much sought after product of participation in such activity. As Gray and Greben put it more than a decade ago (*Parks & Recreation*, September, 1974) "recreation is an emotional condition within an individual human being that flows from a feeling of well-being and satisfaction...It is independent of activity." The distinction is important. Sports and cultural activities are readily observable. Recreation, on the other hand, is intangible and largely immeasurable. Like education, we think we know when and where it is supposed to take place, but we can rarely guarantee that it has.

My intention at this point is to redefine my focus from "recreation, sports, and cultural activities" to "sports and cultural activities as aspects of recreation and also (since our focus is disabled people) as aspects of therapy."

I do not want to be found guilty of perpetuating the myth that the words "disabled" and "handicapped" are synonymous. I realize and do not wish to comment on the fact that this Forum is being conducted under the auspices of the President's Committee on Employment of the Handicapped. My purpose is to focus on international activity as it applies to disabled persons and that is what I shall do.

As far as I am concerned and, conveniently but not coincidentally the World Health Organization shares this view, there is a distinction. Disability originates in impairment (which in its turn, is defined as "any disturbance of or interference with the normal structure and functioning of the body, including the systems of mental function"). It has been defined as "the loss or reduction of functional ability and/or activity that is consequent upon impairment." As such, disability typically includes all categories of physical, sensory, and mental impairment, but excludes those other "disadvantaged" groups such as the unemployed, the elderly, or those in prison.

Handicap, in stark contrast, is produced by "the social and environmental consequences to the individual" (architectural, economic, or attitudinal barriers) that originate in conditions that are created in the main by those of us who are nondisabled.

Apart from those of us who possess very special qualifications and talents, usually of a medical or paramedical nature, there is perhaps not much the public at large can do about disability. However, every one of us can contribute significantly to the elimination of handicap.

FOCUS

Current Status: A Comparative View

Certain reflections merit mention and lend themselves to generalization. I cannot over emphasize that they are not offered as definitive statements. They are intended as "food for thought" in the form of a personal kaleidoscope of memory.

I find myself inclined to begin by dividing the world into three non-contiguous zones: the Eastern (Communist) bloc; the western (Capitalist) nations, and the less-developed Third World. It becomes obvious that there are almost as many points of contrast within these zones as there are among them.

My own experiences of the Soviet Union and its Eastern European "satellites" is limited. While I have no political "ax" to grind, my impressions were (and are) that this zone lags considerably behind its Western counterpart. In Moscow and in the two Baltic states I visited, I was very favorably impressed by services provided for deaf people, ranging from special kindergarten units to special committees within the trade union movement. However, persons with physical disabilities were conspicuous by their absence from public view in Moscow. The only wheelchair user I saw was an American tourist. In the Baltic they were underserved on grounds that (so I was told by a kindergarten principal) they did not exist in sufficient numbers to merit state provision.

This rather bleak picture was darkened by the inability or unwillingness of Soviet authorities in 1980 to host the so-called "disabled Olympics." An Olympic bond between disabled and nondisabled sports worlds dating back to 1956 was abrogated. It had been broken (and then reluctantly) only by Mexico in 1968 on the advice of medical authorities because of the high altitude of Mexico City. Whether this unwillingness to participate in international sporting events for disabled people is an indication of sporting or cultural inactivity on the part of disabled people at a lower, "grassroots" level I can not say. However, the opinions expressed by the kindergarten principal do not fill me with optimism.

More optimistically, had it not been for the Soviet boycott of the Los Angeles Olympics last year, a team of disabled athletes would have taken part in the

"disabled Olympics" for the very first time. This was generally considered to be an indication of greater activity within the Soviet Union. This view was recently reinforced by a disabled colleague on her return from an extended visit to Moscow.

In the same vein, not too far away (politically or geographically) in Poland, despite an apparent lack of modern equipment and facilities, I was made aware of a much more varied and more broadly based calendar of opportunities for people with all forms of disability. Poland is a regular participant in international sporting events and, in April of this year, it staged the biennial General Assembly of the International Sports Organization for the Disabled, playing host to delegates from 30 countries. Hungary and Yugoslavia were represented at this meeting, although East Germany, like the Soviet Union, still appears to be involved only in international programs for the deaf and blind.

With regard to the Western Bloc, because of my own personal history, my impressions are more varied, more detailed, and more positive. Throughout Europe and North America (and Australia and New Zealand as well), the lot of disabled people has improved dramatically during the past few decades. Legislation and an almost pendular swing from the provision of segregated, indeed institutionalized, services to a more liberal, "normalized" placement of disabled people in the mainstream of society have combined in many countries to produce a range of services and a quality of life for disabled people which, while far from perfect, are the envy of many other parts of the world.

Outstanding among these developments, though by no means unrivaled, have been the following:

- The Chronically Sick and Disabled Person Act (United Kingdom - 1970)--to ensure that the needs of the disabled were recognized and responded to, in the home and in the community. Section Two required that local authorities provide help with adaptations to the homes of disabled persons and to all educational and recreational facilities. Section Eight required that special access, parking, and toilet facilities be made available in all public buildings, including schools, colleges, and community recreation centers.

- Das neue Schwerbehindertengesetz (West Germany - 1974)--since May 1, 1974, one of several so-called "quota systems" legislated by European governments since World War II. It requires that all private and public employers with a workforce of more than 15 people reserve 6 percent of these positions for disabled persons. Employers failing to do so are obliged to pay a monthly fine of 100 DM for each such position not filled by a disabled person. An earlier version of this law had been created especially to provide work for disabled war veterans, whereas this 1974 version specifically extended the scope of its powers to include all

physically, mentally, and spiritually disabled, regardless of the nature and cause of the disability.

- Public Law 94-142: Education for All Handicapped Act (United States - 1975)--considered by many to be the single most important development in the history of American special education. It requires that "all handicapped children have available to them...a free appropriate public education which emphasizes special education and related services designed to meet their unique needs" [Sec. 3(c)b]. Particularly noteworthy is the fact that, in defining special education, specific reference is made to "instruction in physical education [Sec. 4(a)16] and, in defining related services, special mention is made of "recreation" [Sec. 4(a)17].

It is interesting to note, too, that on December 9, 1975, the United Nations General Assembly resolved to adopt a Declaration on the Rights for Disabled Persons. One passage merits quotation:

Disabled persons, whatever the origin, nature and seriousness of their handicaps and disabilities, have the same fundamental rights as their fellow citizens of the same age, which implies first and foremost the right to enjoy a decent life, as normal and full as possible. (General Assembly Resolution 3447 (XXX), cited in Marinelli and Dell Orto 1977:267-269)

In the context of sporting and cultural activities, these general trends and developments have been translated into services, facilities, and programs that combine to bring to disabled people, regardless of the nature or origin of their disability, opportunities for participation in recreational activities of their own choosing, at a level, at a time, and in a setting able to suit the individual.

Probably the most noteworthy service innovation in the field of sports and cultural activities with disabled people has been the development (in the United States) of the allied professions of adaptive physical education and therapeutic recreation. Unfortunately, even today, despite the tremendous contributions of both disciplines, government departments and universities outside the United States and Canada have been incredibly slow to follow this example.

In Britain, there is only one institute of higher education (Dunfermline College in Scotland) that offers a post-graduate certificate in sport and recreation for the disabled. None offers a degree (even at the bachelor's level) in therapeutic recreation or adaptive physical education. With only a few exceptions, this provision is carried out no better anywhere else in Europe.

What is more, to your further credit here in America (or at least those parts I know best), this professional development has brought in its wake an almost universal recognition of the need to identify at least one staff member in a local recreation department

(and sometimes in each major facility) to promote participation by disabled people. In contrast, my association has a team of just 10 development officers serving the entire country. While their energy and enthusiasm amaze me, I recognize all too well how much easier their task would be if a specific liaison could be established within each authority.

I must confess that I consider the existence of special facilities to be a mixed blessing. Improved access to facilities is always desirable, but the creation of purposely-built, recreational ghettos is less so. In recent years there have been some quite remarkable innovations of which, rival philosophies apart, their creators can be justifiably proud. In England, the Ludwig Guttman Sports Stadium for the Paralyzed and Other Disabled at Stoke Mandeville has become in the world of sports for the disabled what Mecca is to the world of Islam.

In Finland, at Peurunka, there is a rehabilitation center that each weekend opens its doors to top-flight nondisabled athletes. Finland's best and Finland's disabled can be seen working out side by side in a facility that boasts a remarkable swimming pool. In Norway, at Beitostolen, as in the United States (Vinland Center, Minnesota), the full range of winter sports facilities is made available to people with all manner of disabilities.

Fortunately, although facilities of this kind are far from the norm, excellent programs can often be found in the most unlikely environments. Indeed, such programs often excel because they are not so specialized.

The PHAB (Physically Handicapped and Able-bodied) network of youth clubs was created in England more than 20 years ago with integration as its primary object. Today, it extends to Canada and Hong Kong. Its program of activities is wide, encompassing the full range of sporting and cultural pastimes.

Unlike PHAB, the Duke of Edinburgh's Award Scheme was not created with disabled youth in mind. Its potential was soon recognized, however, and now its publication *Guide for the Handicapped* describes what has become an integral part of the Scheme in Britain and throughout the world. Disabled youngsters the world over have access to service, expeditions, skills, and physical recreation.

My own association, the British Sports Association for the Disabled, comes to mind. It exists to promote participation in all forms of sport and physical recreation by people with any form of disability. Our staff and many hundreds of volunteers are committed to the provision of opportunities for high-level competition and to the encouragement of those many thousand others who want little more than to take part in and enjoy an activity that interests them.

In most countries of the so-called "Western world", the range of opportunities of this kind is quite extensive. I do not know of a single sport or leisure pastime that is not enjoyed by some disabled person.

I am most aware of the dangers inherent in generalization, but I am convinced that my own experiences in the Third World, though limited, were neither unique nor associated with only particular locales. In most such countries, I believe, meager offerings are often related to the survival focus; having leisure is not possible on a large scale.

A few years ago, I was invited to visit the Sudan to advise on programs for the disabled. The chief medical officer in the region told me quite candidly that he did not even know where the disabled population was. As he put it, he was far too busy keeping the nondisabled population fit for work to have time to seek out those who probably would never work anyhow.

Reports from neighboring Ethiopia reinforce my view that, sadly, indeed tragically, for the vast majority of disabled people in these parts any thought of sports or cultural activity as we know it must be dismissed as irrelevant to the condition in which they are forced to live. As a result, even though more and more Third World countries are participating in international sports events, it is my belief that such participation is, in the majority of cases, not indicative of a popular ground-swell of activity. Unfortunately, when people lack the basics, the word "leisure" loses much of its meaning.

Current Status: A Competitive View

Despite the many variations in the quality and quantity of their services, facilities, and programs, there is one sense in which regions are united. They are willing, indeed eager, to become involved (often at great cost) in the rapidly growing program of international sports events for disabled people.

It still amazes me how so much has happened in so short a time. The late Sir (then Dr.) Ludwig Guttman first organized an in-house sports event for his war-wounded patients at Stoke Mandeville at the end of World War II. The International Stoke Mandeville Games allied initially with the Olympic movement at Melbourne in 1956. These games (which hitherto had catered only to paralyzed athletes) included events for amputee and blind athletes in Canada in 1976.

Last year (1984), in just two events associated with the Olympics (one in New York serving amputees, blind, cerebral palsied, and "les autres" and the other at Stoke Mandeville in England serving the paralyzed) more than 4,000 competitors from 45 countries vied for "Olympic gold" in approximately 20 sports. Similarly, at the International Special Olympics (for the mentally handicapped) held in Louisiana during 1983, there were 4,500 participants. For the World Deaf Games scheduled to take place this summer in Los Angeles, some 27 countries are expected to participate.

Nowadays there are international competitions for disabled people in most sports. Competitions for

Even if the answers to these questions are not available, the means to answer them most certainly are available. The time has come when, taking the sports one at a time, each of these questions should be addressed more comprehensively than has been the case to date.

THE WAY AHEAD

In closing, I would like to highlight three areas I believe could lead in the very near future to significant improvements for what falls within "recreation, sports, and cultural activities with disabled persons." These three areas are funding, research, and communication.

Funding, I realize, is a perennial problem. However, the sad fact remains that, in many countries of the world, adequate financial resources are not available. In some countries, the problem is within normal bounds, such that improved services and programs are at least being realized, but in others any real progress is currently inconceivable.

A ray of hope, in the European context, is the possibility that next year the governments of the member nations of the Council of Europe will be encouraged by a Resolution of the Council, possibly in the form of a charter, to fund from government sources the establishment and maintenance of a national body outside of government. It will coordinate, promote, and develop opportunities of the kind described here for all disabled people.

With or without such support, however, other avenues will have to be explored and each of us in this field must now look long and hard at the various fundraising possibilities already manifest that have affected the nondisabled sector. I do not wish in any way to be seen as seeking to diminish the great importance attached to involvement of disabled people in Olympic-type activity. Such events, however, are expensive and when money is in short supply, what suffers is the "grassroots" activity on which such international competition depends and without which it loses its significance.

As I hinted in the context of training and coaching, our fund of knowledge is almost as limited as our fund of money. In so many ways, not just in the international sports arena, the knowledge base upon which we are forced to operate is founded in tradi-

tion and personal preference, and not clinical observation.

There was a time when all services for disabled people (other than the obvious medical ones) were in the hands of volunteers, the quality of whose contribution was unquestioned. They were, after all, volunteers. Today not only have the so-called leisure services become professional, but also these same leisure activities have been given the status of therapeutic modalities. This change would be laudable were it not for the fact that, in the main, both such services are being provided on the strength of that same inadequate knowledge base.

My plea today is that those who are able do what is necessary to bring these elements together so that we can proceed from strength, confident that our frame of reference is current. The international implications of this plea are, I hope, obvious.

It is only on the sports field that we are supposed to compete with each other; it is to no one's advantage for each of us to re-invent the wheel. The problems that face my colleagues in Britain are largely the same ones that frustrate you in America and others in more distant parts of the world. A coordinated approach to addressing these common needs is likely to prove in everyone's best interest.

That last observation is directly relevant to what is to be the final observation of this entire paper--my own assertion that communication, especially international communication, is today in any field a *sine qua non*. I am, not just in sport, a committed internationalist who views all manner of peaceful exchange between peoples of the world as an essential precursor to the maintenance of that peace.

My final plea, therefore, is a simple one and a heartfelt one. In all of our endeavors the quality of our offering, particularly given the inevitable financial constraints, is likely to improve only to the extent to which we are prepared to communicate--collaborate--with each other, as openly and as honestly as is possible.

For more reasons than one, therefore, was I delighted to be given this opportunity to participate in this Forum. I can only hope that it will be followed by many more such opportunities for people from the world over. Now more than ever before, the earth is too small to permit developmental insularity.

THE STATUS OF SPORTS PARTICIPATION OF DISABLED PEOPLE IN AMERICA--A PERSPECTIVE

Kenneth S. Clark, Ph.D.

The dictionary speaks of "perspective" as "the effect of distance upon the appearance of things."

In 1955, as I began my graduate studies at the University of Illinois, I was first introduced to sports participation of disabled people. Throughout my graduate program, I accumulated many gratifying experiences from being associated with the disabled athlete as a coach, administrator, and researcher. Then about 20 years later, when I became part of the Olympic movement, I found that I had reentered the disabled sports movement as well because the U.S. Olympic Committee had become committed to the support of programs that bring the benefits of sports participation to all amateur athletes.

The thoughts I will share today stem from this perspective.

The dictionary also speaks of perspective as the "relative meaning of things." This puts "an angle" to one's viewpoint, because what we perceive of our environment is a product of our previous perceptions and is unique. To periodically step back and view the future with detached objectivity is most worthy of our efforts. But our individual views of key issues are too often directly related to our most recent emotional experiences, and perhaps "detached subjectivity" would be a more reasonable expression of a realistic goal.

Let us now step back from our respective angles and exercise some detached subjectivity to put this movement in perspective. Consider my favorite story of three umpires who were discussing this fine art of detached subjectivity in the calling of balls and strikes. "I call them as I see them," stated the first. The second responded, "I call them as they are." The third closed the conversation by declaring, "They ain't nothing until I call them."

And so it is with relating the past to the future and the benefits to the abuses of sport for the disabled.



Kenneth S. Clarke, Ph.D.

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If we can assume that neither progress nor deterioration is an automatic outcome of the present programs, let us take the umpires one by one -- idealist, realist, and pragmatist -- for the development of this perspective.

AS I SEE THEM

The first umpire had said, "I call them as I see them." Simply stated, sports participation must have value to the individual to be justified in school and community programs, and the atypical individual with a disability deserves the opportunity to pursue what is of value like the so-called able-bodied person. Sports for the disabled therefore are justified on the assumption that they serve as a medium for developing desirable attitudes and behavior that contribute to the fullest development of personal resources.

Sports opportunities for the atypical person, therefore, should be representative of sports opportunities for the able-bodied person. An athlete is one who trains for competition, not merely one who competes. It is the training program, not the competition, that provides the health benefits. However, it is because of the motivation of enjoyment that someone commits to this goal-oriented discipline and healthy lifestyle. The range of opportunities within the program should be equal to the degree of talent and commitment brought by the individual to stimulate enjoyment from sports participation. It follows that medical and safety supervision should ensure that the risks of sports participation are controllable and that the injuries receive proper attention to keep absence from sport at a minimum.

Sport, however, has something more to offer disabled athletes than the able-bodied--a unique identification with the able-bodied world within which they live. It is important, for example, that coaches teach the sport well so that the atypical person can identify with his or her able-bodied counterpart in performance, and vice versa. I recall vividly the freshman wheelchair basketball player whose first roadtrip was an exhibition game preliminary to a major university varsity game. Shortly after the varsity game began, he exclaimed to me, "Hey, *they* are using *our* patterns!" This concept is not easily grasped. The experience of achieving something that is discernible and appreciated in the able-bodied world is a profound contributor to self-esteem. With self-esteem, sports for the disabled is transformed from rehabilitation to sport.

Sports leaders have established a two-pronged approach to the organization of these opportunities:

(1) down with the barriers that keep atypical athletes from participating and competing with able-bodied athletes when talent and commitment are equal to the challenge and (2) up with the sports programs with adaptations that assist participation.

AS THEY ARE

The second umpire had said, "I call them as they are!" Since their origins in Veterans Administration hospitals after World War II (and earlier for those with hearing impairments), sports programs for the disabled have experienced a profound growth at grassroots, national, and international levels and are expanding to include more sports and disabled populations. Seven national organizations are now accepted by the United States Olympic Committee as meeting requirements for Group E membership for serving amateur athletes with disabilities through a national multiple-sports program:

American Athletic Association for the Deaf, 3916 Lantern Drive, Silver Spring, MD 20902; *National Association of Sports for Cerebral Palsy*, 66 East 34th Street, New York, NY 10016; *National Handicapped Recreation and Sport Association*, Capitol Hill Station, P.O. Box 18664, Denver, CO 80218; *National Wheelchair Athletic Association*, Templeton Gap Medical Arts Center, 2107 Templeton Gap Road /Suite C, Colorado Springs, CO 80907; *Special Olympics, Inc.*, 1350 New York Ave., N.W., Washington, D.C. 20005; *United States Amputee Athletic Association*, Rte. #2, County Line Road, Fairview, TN 37062; *United States Association for Blind Athletes* 55 West California Avenue, Beach Haven, NJ 08008.

Some are quite new, but even the older ones and others, such as the National Wheelchair Basketball Association, have recently expanded their programs into more communities. All have an international governing body. Talented athletes can aspire to participation in other countries.

Athletes with a disability are now perceived as athletes, whether playing in an adapted program or as candidates for a spot on an able-bodied team. At both the 1984 International Games for the Disabled and the 1985 World Games for the Deaf, the International Olympic Committee flag was allowed to fly. At both the 1984 Winter Olympics in Sarajevo and the 1984 Summer Olympics in Los Angeles, selected athletes with disability were invited to demonstrate their skills and represent their peers with IOC recognition. And at Los Angeles in 1984, an alumnus of the American Athletic Association for the Deaf programs, U.S. swimmer Jeff Float, became (we believe) the first disabled athlete to earn an Olympic gold medal. The USOC's National Sports Festival

concluded last month in Baton Rouge included within its prestigious program several demonstration competitions by athletes with various disabilities.

Moral support is not the only outcome to date. Medical and administrative conservatism that had tended to preclude the atypical person from sport in the past has been replaced by professional discernment about the practical implications of the given disability within the given sport context. Workshops, conferences, and educational materials are available to ensure that sports medicine for the disabled athlete catches up. Other considerations are the difficulty of physicians and athletic trainers who are not skilled in "signing" to ask their normal questions of field-stricken hearing-impaired athletes and to get the need for fluid replacement during hot weather exercise across to Special Olympians at their international games in Louisiana in mid-summer.

All this has been accompanied by a profound increase in opportunity both for the disabled person to become an athlete through local programs and the skilled and serious athlete with disability to compete with equals. Increased participation at the local level has led to increased opportunity at regional games to reveal those who would meet equitable competition at national and subsequent international games. The increased frequency of competition at the international level has given incentive for the general as well as the gifted athlete to pursue satisfactions through local sport programs.

Unfortunately, "I call them as they are" must add reality to these achievements as well. To pursue the benefits of sport is to accept the ever-threatening presence of overemphasis and abuse. As in medicine, whatever is sufficiently cogent to do good has the power if misused to produce harm as well. Whether it be drugs or limiting programs only to the skilled athlete, abuse of sport and the control of that abuse will consume a significant portion of the sports administrator's attention.

Sometimes, for example, what is abuse is debatable. Wheelchair road racers now have the opportunity to receive money, albeit modest in amount, for competing in certain 10K and marathon events. How should NWAA view this? Some are concerned that professionalism will hurt the program. Others are recognizing that such professionalism means that there is now sufficient acceptance by the sports fan in this society of wheelchair athletic competition to support a purse.

Abuse is no issue within this perspective but a problem that is to be faced by leadership to ensure that the perceived benefits exceed the perceived hazards of participation. Here is the rub. The growth of sports participation by disabled persons that was enabled by good leadership, mostly volunteer, has produced a severe economic and time strain on that leadership. Altruism will remain the backbone of this movement, but the costs in terms of

time and money of organizing, coaching, and officiating and clothing, feeding, transporting, and housing the athletes who are gaining the benefits of sport are increasing with the increased opportunities. Further, the number of altruistic individuals with the competence to provide the needed assistance must increase with the increased number of programs. This is not merely because of the increase in programs; there is now retirement from the scene of the original leadership who shared the fun of this profound program growth over the past two decades. "Burn out" of volunteer leadership comes with repetitive tasks in a stabilized mature program. Without the excitement of continued growth and development that accompanies the origins of a movement, what had been born with joy and sense of challenge is replaced by pride, loyalty, and fatigue.

In addition, there are profound legitimate conflicts among the leadership of the movement that must be faced. Some feel that only able-bodied Olympic sport should be on the adapted sports program to ensure public appreciation of skill and goal. Others feel that exclusion of some traditional events for the disabled that are not on the Olympic program limits the value of sports participation unnecessarily to their constituency. Some feel that sport by "etiology of disability" must be replaced by sport by "functional impairment/disability" to rid the program of the problems associated with splinterism. Others feel that the current federation of sponsoring organizations must be collapsed to a central structure for improved coordination and control. Still others fear that centralization would cause a collapse of the support our society prefers to give to specific causes, and that the search for consensus in what would constitute an approved controlling central structure would take us into the 21st century.

NOTHING UNTIL I CALL THEM

The third umpire had closed the discussion with, "They ain't nothing until I call them." It is clear from my perspective that we are already over the brink of the new future status of the sports participation of the disabled. Something has been happening that is altering the status quo; the question of what, in what direction, how fast, and in what form is what remains.

The reorganization of the United States Olympic Committee, a most timely product of the Amateur Sports Act of 1978, led to the establishment of a standing Committee on Sports for the Disabled that is now guiding USOC's service to amateur athletes with disability through those organizations with the chosen prerogative to offer sports programs. It is composed by constitution of representatives of the seven major national organizations mentioned earlier that offer multiple sports opportunities for athletes with disability. Accompanying these persons on the

Committee are several athletes (able-bodied included) and members-at-large. Their individual organizational hats are removed with the strike of the gavel of the Committee's chairperson so that USOC's mission is best served. In doing so, in the past four years, it has taken a good grasp of its role as a unifying force in the promotion of sports participation of any athlete with disability in the United States.

This structure constitutes a forum for bringing these leaders together to share ideas, frustrations, and solutions. It provides for inter-organizational task forces and ad hoc committees to hammer out voluntarily negotiated courses of action when issues of significance arise. For example, by this mechanism, the United States had for the first time in 1984 at the Winter Games for the Disabled a single team of athletes with various disabilities in common uniforms and a coordinated travel, registration, and team leadership plan without loss of the prerogatives of the three sponsoring national organizations (for amputee, blind, and cerebral palsy).

The Committee also constitutes a focal point for reaching and influencing other significant organizations. International bodies for the disabled are currently in the throes of reorganization, including consolidating their energies via the International Coordinating Committee of disabled athlete organizations for liaison with the International Olympic Committee. A unified U.S. influence at this time is strategic for philosophical and pragmatic purposes, and the USOC now financially assists our respective U.S. representatives' participation at these meetings.

The next concentrated effort concerns the 38 U.S. sports governing bodies responsible for the development of their respective Olympic and Pan American sports. Means for achieving close affiliation with these organizations will need to be studied for the fullest application of their technical resources and organizational assistance to the participation in these sports by athletes with various disabilities. The logistics of serving all athletes who, for example, shoot archery, whether they stand up or sit in a wheelchair, can only be planned through patience, structure, and mutual respect.

THE FUTURE

The future of sports participation thereby is perceived to be built effectively on the present foundation as follows, admittedly from my personal perspective.

1. Improved use of a single community organization for all disabled persons in that community, with employed program coordinators, an operating budget from the community for integrating activities in common facilities, and an organized pool of competent volunteers for implementation.

2. Improved use of the national disability organizations, in concert with our sports national governing bodies as technical resources, for ensuring quality attention to the nuances of the respective disabilities in organized sports programs.

3. Improved national coordination through the USOC Committee on Sports for the Disabled and allied organizations for equitable competition opportunities for the gifted athlete with disability.

4. Improved influence within the international scene, both with the IOC and the international

disabled sports governing bodies so that coordinated planning will lead to continued recognition of the athlete with disability as fulfilling the Olympic spirit.

5. Improved coordination at all levels for looping effectively the recruiting ability of grassroots disabled sports programs with the achievements of our gifted disabled athletes at the international level.

ARTS FOR THE DISABLED; AN INTERNATIONAL PERSPECTIVE

Joanne Grady

I have seen double amputees sitting on their stumps in the street, begging. I have seen children with cerebral palsy who have been hidden in their homes, never allowed to come out because of the shame and embarrassment of their families. I have seen children and adults born with polio drag themselves through the dirt because we don't have the means or the technology to make wheelchairs or decent crutches.

I have seen quadriplegics who could not enter the finest museums in the world because they are not wheelchair-accessible. I have seen many deaf people who cannot get jobs because people don't know how to communicate with them. I have seen the president of one nation respond when asked what was the greatest need of the disabled people in his nation: "We need 10,000 wheelchairs." I have seen nations where there has never been a census; they don't even know who the disabled people in their nations are.

Problems...there are many. Rehabilitation. Education. Employment. Segregation. Communication.

I am not here to paint such a bleak picture. There *are* solutions to these problems. One solution is to make *laws* that eliminate isolation and discrimination and provide for equal opportunities. Another solution is *economic*. Governments throughout the world have provided funds for programs for the disabled.

But laws cannot change attitudes and money cannot buy acceptance. I therefore would like to present the *arts* as a possible solution to some of these problems. The arts are rehabilitative. They are educational; they *eliminate* isolation and segregation; and they can provide employment. Further the arts don't cost. Right now without a school, or a law, or money, you and I could dance. You and I could sing

together. You and I could do a dramatic scene together or you and I could recite poetry.

Let me tell you a story. In May 1984, Very Special Arts held a national Very Special Arts Festival in Washington D.C. Disabled artists and performers from all over the United States came for four days to demonstrate their talents. I was asked to invite visitors from other nations to see what was going on in our country. I thought to myself, how could people in Asia and Latin America and Africa be interested in the arts when they are worrying about hunger, poverty, and disease? But I sent invitations all over the world. From over 62 nations 175 people accepted the invitation and came to Washington at their own expense.

People all over the world are interested in the arts. How can this be? Because, as one visitor from Beirut said to me: "They may be dropping bombs over there but right here we're going to do everything we can to create as much joy as possible."

Early in July 1984, we established the International Committee, Arts With The Handicapped. We are a network of agencies in 35 nations who are sharing resources and information on programs in the arts that are for, by, and with disabled people. We are providing training for teachers of disabled children in many parts of the world. And where there are no schools, we are training the parents of disabled children to use the arts at home. We are providing arts training for disabled people that can give them an income. They are working and selling their work with pride. They are not begging on the street or hiding in their homes.

I'd like to give you several examples of exceptional programs that demonstrate how the arts can be a positive force in society. Our affiliated program in Ireland has begun a poetry-writing project. Well-known Irish poets are working with disabled students to develop poetry-writing skills. Merraid is a young woman who has severe cerebral palsy, cannot speak, has great difficulty holding herself erect, and must use a touch board to communicate. Through poetry she communicates what is in her mind and in her heart, and she is a genius. She has an eloquent, graceful, playful way with language that allows her to laugh at herself, and at us, and to share her innermost thoughts.

This past June she rolled her wheelchair to center stage at Trinity College in Dublin, where a well-known Irish poet recited her poetry for an audience of several hundred people, who, had they not heard her poetry, might have dismissed her as impossible to



Joanne Grady

Ms. Grady is Director of the International Committee, Arts with the Handicapped

communicate with. After the performance, many people were anxious to meet her and to share their ideas with her. A door had been opened...the arts *integrate*.

In El Salvador last May, over 60 artists, actors, and dancers came to me and expressed their concern over the many people who were becoming disabled in their nation. They, as artists, wanted to do something to help. We discussed how they could go into the rehabilitation centers and the hospitals where the recently disabled people were feeling an incredible sense of hopelessness. They could begin to share their talents to help these people express their fears and pain and to gain confidence and rehabilitate their bodies and their minds. Today there is a new program in the arts at the rehabilitation institute where artists are working with the staff and teachers to bring artistic activities into their institutions. The arts *rehabilitate*.

Two years ago, I visited a small village in Mexico called Ajoya. David Werner has been working there for years to train rural health workers. Some of you may know of David Werner's fabulous work in Ajoya. Two years ago they wanted to address the needs of the disabled people in their village and in the outlying region. My friend Bruce Curtis, a quadriplegic, and I met with many of the disabled people in the region. We had to carry many of the people to the meeting; they had never been out of their houses. They had never seen a wheelchair. Consequently, Bruce was a novelty in the village.

One evening we were discussing how disabled people could and should be allowed to live normal lives. Bruce and I performed a dance for the assembled village folks. Bruce was in his wheelchair and I was whirling with him and about him in this dirt field in Mexico. The village people were surprised, yet impressed. Two years later, this village has a fully developed program for the disabled called "Proyecto Projimo." They have built a playground for disabled children, a workshop to make wheelchairs and prosthetic devices, and a clinic for assessment.

The most fascinating thing for me is that they have arts events weekly: theater programs, puppet shows, concerts, or songs performed by the villagers and dealing with the acceptance of disabled people and other health-related issues. They are using the arts to educate and change the behavior and attitudes of the

villagers. While enjoying the shows, the people of Ajoya are hearing about the capabilities of disabled people and are being challenged to change their attitudes. The arts *educate*.

Recently in the United States, a play on Broadway called *Children of A Lesser God* has brought the issues of the deaf community to the attention of the general public. This year that play will be made into a major motion picture by Paramount. Several of the students with whom we have worked over the years at the Model Secondary School for the Deaf are thrilled to have parts in the film.

Commercial films and television are two major art forms that can do more to change the attitudes of the general public than hundreds of conferences, laws, and programs. Presently we are working with the television industry to cast disabled actors in regular television series. The arts *communicate*.

There are many more examples around the world of how the arts *integrate, rehabilitate, educate, and communicate*. But let us look for a moment at why we are here today.

We are here to address the challenge of full integration. Our number one task is to listen to disabled people, to allow them a chance to speak to arts organizations and sports organizations and recreation organizations, and to make recommendations for improvements in their lives.

Our second task is to get those who represent organizations that serve the disabled to work *together* much more than they do. We welcome the opportunity to work with many of you to contribute to future strategies that promote full integration and to examine where we must go from here. We must share our resources and ideas.

Our third task is to go beyond talking to each other. We must use broader forums such as Hollywood films and national radio and television. We are not finished until every institution, art museum, school, concert hall, theater, disco, cinema, art class, theater class, dance class... every place... is open to anyone who wants to pursue an interest. This is no small task. It reminds me of the story of the little girl who was drawing a picture. Her mother asked her what she was drawing and she said to her mother, "I'm drawing God." But her mother said, "No one knows what God looks like, dear." To this the little girl replied: "They will when I'm done!"

ART IS THE ANSWER

Susan Erkel Sikorski, Ph.D.

Do you think that if you couldn't see you could go to a museum? Do you think that if you couldn't walk you could dance? Do you think that if you had no arms you could paint? The answer to all of these questions is *yes!*

Many people -- even those of us who are disabled and those who work with the disabled -- do not realize how successful the arts can be in integrating disabled people into society. Why the arts, you may ask. Because through art we are able to communicate, share ideas, and cross barriers of age, class, culture, and ability. The arts allow a person who may be trapped in a body that can't function to have a means of self-expression and a way to gain self-confidence and self-respect.

I work with an organization called Very Special Arts, formerly the National Committee, Arts with the Handicapped. This program is an educational affiliate of the John F. Kennedy Center for the Performing Arts. Founded in 1974 as the nation's coordinating agency on arts programs for disabled people, VSA serves over half a million disabled and non-disabled Americans throughout the country. The program supports the development and expansion of arts programs that enhance learning skills and enrich the lives of physically and developmentally disabled persons. Our goal is to mainstream disabled persons into society through the arts.

Very Special Arts has long supported the belief that the arts enhance the lives of disabled individuals by expanding opportunities in education, employment, and self-development and promoting full participation in society. Today, the blind *can* go to a museum. The deaf *can* go to a concert. Paraplegics *can* dance and amputees *can* paint.

The development of individual creativity depends on a combination of efforts -- access to art education, hands-on arts training, exposure to

professional artists, and public performance. To accomplish these goals, the heart of our programming has been something called the Very Special Arts Festival. This program reaches into communities, schools, and hospitals across the country. It challenges children at an early age to feel the beauty of a dance, the power of a symphony. They are challenged to pursue the dream that they, too, can do such things for themselves.

At these festivals, students do not compete with one another. Rather, together as friends, they display their talents and exhibit the work they have been doing in the program throughout the year. No professional artist at a gallery opening has ever been prouder than the 10- and 12-year-old participants at our festivals.

In just over a decade, these festivals have multiplied to over 440 in all 50 states. In addition, affiliated programs in 35 nations have joined our campaign to provide quality, year-round arts programs to individuals with disabilities. It is our belief at VSA that the arts provide an effective means of helping people to develop intellectually, socially, and personally. Countless educators have admitted that the arts often succeed where traditional educational techniques fail. Art is a force that transcends all barriers. Differences among people, like differences among nations, pale to insignificance before the joy of experience in the divine creativity of another human being.

In the world of art, differences are viewed as assets rather than liabilities. Through the arts, greater social awareness and acceptance of disabled individuals are possible. As President Kennedy once said, "The life of the arts...is very close to the center of a nation's purpose and is a test of the quality of a nation's civilization."

We at VSA agree with President Kennedy that the arts help define the soul and the spirit of our civilization. A person who is physically disabled can soar artistically, for the beauty that is born in the creative mind is unbounded by disabilities.

A special friend of mine, Sally Hohn, was stricken with polio nearly 40 years ago. First confined to a chair and now to her bed, Sally spends much of her time drawing and writing poetry. She described the importance of art in her life: "Art is a way to reach out and touch other people. As I have become more isolated, I write more poetry. I want to reach out and touch humanity with happiness. I want to make a contribution that is lasting."

Art, music, dance, and drama are our natural means of self-expression. They assist us in understanding ourselves and the world in which we live. We



Susan Erkel Sikorski, Ph.D.

Dr. Sikorski is a Consultant with Very Special Arts

express our dreams, fears, desires, and wonder of life through the arts. Clearly, if the arts are so integral to self-expression, they must be a central component of education.

Our world is enriched when we bring the magic of the arts into the lives of the disabled. And these people are enriched when they feel a sense of accomplishment -- a sense of contribution to society. People are our most precious natural resource, and it is our responsibility to provide them every opportunity to grow and develop to their fullest potential. Children must be taught at an early age to discover and bring out the creativity hidden within them. And this artistic development should be allowed to continue to flourish throughout their lives.

Art cannot help a blind person see or a person with mental retardation understand clearly. It cannot give mobility to a physically disabled person. However, through the arts, disabled people learn to read through music, speak through drama, and count through dance. Most importantly, the arts provide a rare and beautiful opportunity for disabled individuals to express themselves honestly.

While some avenues of learning or expression may be blocked, the arts can open other sensory opportunities. The blind may express themselves through touch. The deaf may shape a vision as eloquent as any spoken word. And those whose legs are immobile may develop the dexterity of their fingers and find the natural beauty that is hidden in their own hands.

All people, regardless of their physical being, have the right and the need to express their feelings and develop their talents.

Pearl Buck once said, "There is a joy that holds the world together, the joy of children." Children should be actively encouraged to get in touch with their creativity, not only to appreciate that of others. Then, throughout their lives, they will appreciate the beauty in many works.

I'd like to share with you some very special artists who are wonderful examples of the success of our program. Willie Britt is a 49-year-old mentally retarded man who has lived his entire life in an institution. Eleven years ago, Willie was hostile toward his peers and was presumed to have a limited learning potential. He spent most of his time alone. However, after he participated in an arts program offered through the New York Committee of Arts with the Handicapped, Willie's creativity began to flourish. Within two years he had developed his skills in drawing, painting, and woodworking. Willie's artwork was first exhibited at a Very Special Arts Festival in 1976.

Today, he is well on his way to becoming a professional artist. His artwork was chosen by Governor Mario Cuomo to hang in the Empire State Plaza as an example of the outstanding

accomplishments of mentally retarded individuals. Yesterday, he presented one of his paintings to Mrs. Reagan at the White House.

Terrylene Theriot, a striking 17 year old with a taste for legwarmers and leotards, fell in love with dance at the age of four when she saw a ballet on television. Although she and her family are deaf, Terrylene has excelled both socially and artistically. Her play, *Imagine*, was chosen for production at the Kennedy Center as part of the VSA Integrated Young Playwrights project. It starred George Segal and Jackie Kinner. Terrylene was also an ambassador for our International Committee when she toured the United Kingdom this past summer with the cast from *Godspell*.

Another remarkable child is Jason Ellsworth. Jason, a blind 8-year-old boy with cerebral palsy, is truly an inspiration to us all. When Jason was born he weighed only three pounds, and doctors gave him less than a 10 percent chance for survival. After three months in the hospital, he emerged timid, hostile, and isolated. Jason's condition was unchanged until one day, when he was just 18 months old, his mother encouraged him to play the piano. Through the Connecticut Very Special Arts Program, Jason expanded his talents and developed into an outgoing, vibrant young boy.

Today, at just eight years of age, Jason's list of credits includes the Kennedy Center, the World's Fair, and the Grand Ole Opry in Nashville. To top it off, yesterday Jason shared his music and himself with Mrs. Reagan at the White House.

Through the arts, Willie, Terrylene, and Jason have all gained self-confidence, independence, social awareness, and a real sense of self-esteem that could not have been realized in any other way. Creating arts programs for the disabled is not ultimately effective if the public does not understand the benefits these programs can bring. One of our major goals is increasing social awareness of the value the arts have in the lives of disabled children and adults.

I hope you share my belief that the arts can inspire all of us, especially those of us who are disabled. Let us work together to bring beauty and joy into all our lives. Let us not be satisfied until all of us have the opportunity to explore our creative talents and achieve our maximum potential.

It may require more energy to empathize, to understand a person so different from oneself. It may require more imagination to find a way for that person to have independence and personal definition in and through the arts. It may require a great deal of patience and time for the learning to begin to show. But to help people discover themselves is a beautiful experience -- one that enriches all of us.

If we open ourselves to disabled people's unique ways of being, we learn to value their "otherness" -- to treasure the ways in which they can sensitize us to the nature of their experiences.

I'd like to conclude today with a quote from President Kennedy: "It is my hope that each of us here today will make a difference. That we will continue to reach out and touch all of our children

through the arts, recognizing in them and in each other that which is fundamental, essential and enduring."

EMPLOYMENT OF PERSONS WITH DISABILITIES: A CHANGING PERSPECTIVE

Jay Rochlin

Over the years, employment of persons with disabilities has been at best a series of slogans and empty promises. Currently only 46 percent of men with disabilities and 35 percent of women with disabilities are in the labor force. Compare those figures with these: 88 percent of men and 60 percent of women without disabilities now work.

Nonetheless, several factors are combining to have a positive impact on employment opportunities for persons with disabilities. First and foremost, business is beginning to need them. It seems hard to believe that a shortage of qualified workers lies ahead. Yet, that is what is predicted. The "Baby Boom" of the '50s has passed, and the youngest of the generation are now 21. The "Baby Boom" was followed by the "Baby Bust" of the '60s, and this generation is about to come of age and seek employment. As a result, the number of teenagers living in this country will decline by 6 million between 1980 and 1990.

Another significant factor is the cost of disability. As a nation we can no longer afford the cost of keeping disabled people on the dole. It is estimated that over 8 percent of the U.S. Gross National Product goes out in government and private programs and payments to persons with disabilities. Business is recognizing that people with disabilities need to become taxpayers instead of tax consumers.

The message to the business community is clearly stated in a public affairs pamphlet *Jobs For Disabled People*, written by Dr. Frank Bowe:

We now understand that while disability may be permanent, its effects are not necessarily insurmountable. We are learning, too, that people with disabilities need not be viewed as lifelong dependents upon society; many of them are able to support themselves. Indeed, most people who are disabled prefer

to work if they can. That's not surprising. Work not only provides a livelihood but offers opportunities for achievement, peer recognition, contribution to the community, and an active social life as well.

Economic freedom, not charity, is what most people with disabilities are seeking. An anonymous quotation expresses the attitude of many:

Before, you walked in front of me and shielded me from society, protected from the environment for my own good, you said. Then, you walked behind me and guided me through my days, dependent upon you for where I went and what I did. Now, all I want is for you to walk beside me and be my equal. To let me be independent and live a life.

Business should not employ people with disabilities out of a sense of charity or benevolence. Business owes no one a living, but it does owe people the right and opportunity to earn a living. Employment should result from the recognition that many people with disabilities have the skills, abilities, and interests to compete successfully in today's labor force. This perspective is clearly stated by the owners of a restaurant who employ many people with disabilities:

We must emphasize that our practice of hiring employees with disabilities is not a charitable community service, it is a 'hard ball' business practice that serves our business needs first and provides personal satisfaction second. We have made some extra efforts to work with valuable handicapped employees, such as hiring interpreters for the deaf, assisting employees with financial planning, and spending one-to-one time with certain employees to be sure they understand our expectations. Such effort, once again, pays off for the business. Employers who ignore the large population of qualified workers who are disabled are doing themselves a great disservice.

A closer look at the future of the workplace reveals significant changes that will offer new employment opportunities for people with disabilities. Our society is moving from the industrial age into the information age.

John Naisbitt, in his book *Megatrends*, predicts that 10 years from now the electronics industry will be bigger than auto and steel are today. He estimates that this country will need a million or more programmers for software by the end of the decade.



Jay Rochlin

Mr. Rochlin is Acting Executive Director, President's Committee on Employment of the Handicapped

Nelson Otto goes so far as to predict that 75 percent of the jobs that will exist in the year 2000 have not been invented yet. An astounding forecast, but probably not far off the mark when you consider how many jobs being done today didn't exist 15 years ago.

Regions of the nation are seeing changes in industries traditional to specific areas. In Oregon, for example, 26,000 lumber and wood products jobs were lost between 1979 and 1982, but the high-tech industry moved in. Already there are 40,000 jobs in that industry with an additional 24,000 estimated to be created during the remainder of the decade.

In the past 10 years, the number of workers in manufacturing has dipped to 18.8 million, while the total in services has jumped to 19 million. It is predicted that by 1995 there will be 28.5 million people employed in services compared with only 22 million in manufacturing. McDonald's now employs more workers than United States Steel.

The food service industry has reached a crisis period. Its major labor force, individuals between 16 and 24 years, will drop 14 percent between 1982 and 1995, and the number of employees needed to fill available food service jobs will jump an average of 32 percent. In addition, between 1980 and 1990 the projected annual employee turnover rate in that industry will range from 20 to 57 percent.

These real and predicted labor shortages are causing employers to seek new sources of workers. Some have already recognized people with disabilities as a valuable labor resource. McDonald's, Naugles, and Burger King are just a few of the food service employers making a concerted effort to employ people with disabilities. McDonald's even established the McJobs program to train people with disabilities.

The Projects With Industry program has had remarkable success in training and obtaining employment for people with disabilities. The program has received outstanding cooperation from many of the industry giants. IBM, for example, has assisted in establishing computer programming training programs throughout the nation. The Electronic Industries Foundation has been especially effective in providing a source of qualified workers to the electronics industry.

Many Projects With Industry graduates and other people with disabilities will find employment with small businesses. Jobs with small employers are estimated to represent 75 percent of the nation's employment opportunities. During 1985 employers will hire approximately 2 million new workers. More than half will sign on at companies with 100 to 1,000 workers. Only 18 percent will be employed by companies with 1,000 or more employees.

Another interesting phenomenon involves the sports, leisure time, and recreation industry. The burgeoning interest in fitness is not limited to

people without disabilities. People with all kinds of disabilities are becoming involved in a variety of activities. Numerous ski programs exist for people who are blind, have had amputations, or are paraplegic. Athletes who use wheelchairs are competing in road races, playing basketball, tennis, and racquetball, and participating in other sports.

All of this activity requires equipment and clothing, which results in increased revenue for the industry. Participation by disabled persons should be generating jobs in the industry, too. Who better to teach a person using a wheelchair to play tennis than a player who also uses a wheelchair. Some employers in the industry have already recognized this employment potential. The National Park Service, which has made its facilities accessible and actively encourages their use, has become a model employer of people with disabilities.

Technology will be another major factor in opening jobs for people with disabilities. Already it has enabled them to perform a variety of jobs never before thought possible. One area worthy of comment is home-based employment. Through the use of computer technology, many persons with severe disabilities are able to work at home.

For many, home-based employment may provide the only opportunity for gainful work. It is important, however, that home-based employment be offered as an option to persons with disabilities. The opportunity for socialization at the workplace is very important to many. Some people with severe disabilities may prefer to accept the rigors of commuting to be with their peers; others may welcome the opportunity to remain at home. Individuals should have a voice in the decision about their work location.

Employers must recognize the need for options. One danger of home-based employment is that some employers may consider it easier to have persons with disabilities work at home than accommodate them at the workplace. As a result, a modern-day stereotype of jobs for persons with disabilities is created.

Attitudes continue to be the number one obstacle to full employment for people with disabilities. Many employers still focus on the disability and fail to recognize the abilities. Yet, some of these stereotypes are beginning to crumble as the word spreads among employers about successful employment of persons with disabilities.

The impact of Section 504 of the Rehabilitation Act of 1973 is also contributing to change attitudes. This provision requires recipients of federal funds, which includes most colleges and universities, to make facilities and programs accessible. Prior to this legislation, not many people with disabilities were able to attend college. Those who did were generally counseled to enter the social services fields and very few graduated with the skills necessary to

begin careers in business. As a result of Section 504, students with disabilities are now graduating with degrees in fields such as computer science and engineering and are being actively recruited by the business community.

Eliminating attitudinal barriers will result over the long term from mainstream education. Negative attitudes about people with disabilities are generally the result of myths and stereotypes created by society, a society that in the past segregated anyone who was different from school. Children with disabilities were placed in special schools, so children without disabilities grew up without knowing anyone with a disability, unless it was someone in their own or a neighbor's home. These children were denied the opportunity to observe the abilities of disabled children; instead, they were taught stereotypes and myths based upon disability. These children are now managers in business making employment decisions, perhaps guided by ignorance. Thus, the value of mainstream education is equally important for children with and without disabilities.

Another issue of increasing importance to employers is the retention of workers who become disabled. Employee medical benefits and compensation costs are escalating at an alarming rate. The largest subcontractor of one of the nation's leading automakers is its healthcare provider. The annual payout in worker's compensation has reached \$22 billion.

Employers are learning that human resources are one of their most valuable assets. Knowledge and experience are now recognized as important resources that are expensive to develop. Employees can no longer be viewed as a disposable resource.

Return-to-work programs represent another and a newer concept that is of growing interest to employers. These programs have demonstrated the value of early intervention after an employee has become disabled by accident or illness. The primary objective is to return the employee to his or her former position. If this is not possible then the goal is to retrain the individual for another position of comparable worth, if possible. Return-to-work programs are based on the importance of work to an individual's

well-being. Yet, experience has shown that employees who remain out of work longer than a year after incurring a disability generally will never return to work. Such an absence causes a loss of self-confidence and self-worth.

Employee assistance and return-to-work programs can assist employers in regaining the services of valuable employees and reduce benefit expenses. Employees benefit by retaining the dignity, self-worth and sense of purpose that come from gainful, productive employment. Some basic tenets can be applied when considering persons with disabilities for employment regardless of the jobs. First and foremost, each person should be considered as an individual. Skills, abilities, and interests are the major factors to be considered in placement. A conscious effort should be made to prevent stereotyping disability and jobs.

Accommodations are most effective when planned on an individual basis with the assistance of the person with the disability. A logical approach to accommodation is to consider job modification or changing the way work is performed. People with disabilities should be allowed to perform their work however it suits them so long as it is safe.

Finally, no presentation of employment opportunities would be complete without mentioning upward mobility; it is the next frontier in the history of employment of persons with disabilities. Entry-level employment should no longer be viewed as the end result. Persons with disabilities entering the workplace today have the same desires, ambitions, and expectations as their nondisabled peers. Employers must recognize this need and be prepared to offer opportunities for career mobility to all employees.

In conclusion, the future holds considerable promise for employment of people with disabilities. The predicted shortage of qualified workers, advances in technology, concern for rising costs associated with disability, and the need to retain qualified workers contribute to creating opportunities for both employers and persons with disabilities.

Witness Testimony

Oral O. Miller

Recreation and Leisure Testimony

Mr. Chairman and distinguished members of the council and panel. I am Oral Miller. Professionally I am the executive director and chief council of the American Council of the Blind, the largest membership organization of blind and visually-impaired people in the United States. Avocationally, I am the vice president of the United States Association for Blind Athletes, a member of the board of directors of the American Blind Bowling Association and Ski for Light, Inc., and a member of the U. S. Coordinating Committee for Winter Sports for the Disabled and the Committee on Recreation and Leisure of the President's Committee on Employment of the Handicapped.

While an undergraduate, I lettered in both wrestling and crew racing, and over the past 15 years I have won approximately 20 national blind bowling championships. Further, in 1984 it was my pleasure to serve as group leader of the team of handicapped athletes who represented the United States in the 1984 international winter games ("Olympics") for the disabled in Innsbruck, Austria. In short, I am a consumer advocate and experienced sports and recreation administrator and a former athlete now engaging in less strenuous versions of many of the sports and recreational activities I have always enjoyed.

I appreciate this opportunity to share with you a few of my observations and recommendations, some of which may figuratively rock you back on your heels (or wheels, as the case may be). You should not be shocked because when the need is great, the remedies must be just as great and much more imaginative.

First, I am not going to argue the pros and cons of mainstreamed versus more specialized and perhaps more restrictive education. However, the sad fact, whether we like it or not, is that too many blind children who are in mainstreamed situations receive little or no meaningful physical education and, what is worse, little or no encouragement to take part in such activities except on a token and "time available" basis. Well-meaning policies that protect the confidentiality of disabled students have the unfortunate effect of isolating them from meaningful information about what their disabled colleagues have done in establishing and running valuable recreation, sports, and leisure programs.

Too many educators, politicians, and family members integrate disabled children into the so-called mainstream by keeping them ignorant of their real capabilities and the accomplishments of real role models. This practice does a disservice and should be stopped! How? No, not by doing away with neces-

sary safeguards on confidentiality but by acknowledging this need and devoting thought to working out methods and procedures for telling young people, educators, politicians, and parents about the activities available to disabled youngsters.

Second, as a nation we must move higher on our list of priorities the importance of sports and recreational or "healthsports" activities for all disabled citizens. A big step forward was taken in 1978 with the passage of the Amateur Sports Act. The U.S. Olympic Committee is to be commended for the progress it has made so far in implementing the legislation with reference to olympic sports. However, several more big steps need to be taken to benefit that enormous group of disabled people who are not competing in Olympic-type sports or who are not taking part in programs otherwise reached by the Amateur Sports Act.

In the field of impaired vision, several of the most popular and some of the oldest activity programs were set up and are being administered by blind people -- the American Blind Bowling Association, the National Beep Baseball Association, the American Blind Golfers Association, Ski for Light (which blends both disabled and able-bodied participation in a desirable formula), and other organizations. Unfortunately, these volunteer or consumer-run programs seldom qualify or have realistic chances for benefiting from the public resources, such as grants, and research and development funds.

Regulations governing the granting of such funds usually require much more administrative and organizational structure or paid assistance than most of the programs have. It is not enough to insist that these programs conform to the regulations if handicapped people want to benefit; instead, the emphasis should be on developing workable and fiscally responsible ways to benefit disabled people who have chosen in overwhelming numbers to take part in such programs, which often operate on a financial shoestring or by charging so much for their services that only the "fat cats" can afford them.

I recommend that meaningful time, effort, and thought be put into developing an outreach initiative that will serve handicapped people who have already shown their interest in helping themselves and their less fortunate colleagues. I am confident that an outreach initiative can be developed that will provide a far more meaningful level of assistance to the largely consumer-run programs that are, in fact, doing the most good for the greatest number of people.

Third, in view of the acknowledged and oft-repeated value of sports, recreation, and leisure activities to

disabled citizens, more resources must be devoted to that goal. No, I am not automatically saying here in the nation's capital that the simple answer is merely more money from the federal government. Obviously, more funds -- made available where they do the most good -- are essential, but other resources that would not cost one dollar for each dollar's worth of value could be tapped. There is a long list of such resources. Let us examine a few.

If the buzz words are going to be "let the handicapped people raise funds separately" or "this is the obligation of the private sector," then government (in general) should assist by using its contacts with and knowledge of the private sector. Businesses should be encouraged to assist in kind whenever possible with ongoing or specific international events. It is an understatement to say that I was envious when I went to Norway as a team administrator with the blind athletes representing the USA at the 1980 winter "Olympics" for the disabled. I was proud that our athletes, guides, and coaches had been able to raise just enough money for the trip over. I learned that each member of the team representing Norway had been showered with clothing, equipment, luggage and other desirable things worth several thousand dollars versus the meager \$1,000 at most raised by each of our team members. Those Norwegian "goodies" had not been solicited by the blind athletes and their racing guides or coaches; the national government agency dedicated to health and sports had taken care of that "little detail."

A few of the other ways in which public resources could be used on less than a dollar-for-dollar basis

would include the use of military personnel as staff support for large sporting events, just as Norway uses its national guardsmen to provide transportation, communication, medical, guiding, and other services during the annual Nordic skiing events for the disabled and as Switzerland used its famous ski troupes and equally famous postal buses during the 1982 World Winter Sports Championships for the Disabled. This list could include the use of government-owned facilities not being fully used by government or military personnel, such as swimming pools, athletic fields, and bowling centers. In short, countless additional resources could be used to benefit disabled people in sports and recreational activities without costing society more than a small fraction of what these products and services would be on the open market.

To summarize, I recommend that policies and procedures be developed to enable disabled people to learn more about the programs available to them. Policies and procedures should be developed to enable consumer-run programs to share in available funding resources. All governmental entities should be urged (with appropriate legislative or regulatory changes where necessary) to assist sports and recreation programs through the use of existing and underutilized resources.

Mr. Miller is National Representative of the American Council of the Blind.

Hal O'Leary

Recreation and Leisure Testimony

Before anyone in this room hears me speak of the disabled, I want to remind you of a painful reality. When I speak of the disabled I do not refer to a special or different population from which any of us is excluded. Through accident of modern medicine or transportation each of us has the potential to join this particular society.

One out of ten Americans has a physical or mental disability. Three times that many people are directly affected by disability through personal, professional, or family relationships.

Daily life for someone with a disability is a constant reminder of limitation. The words our society uses to describe the disabled reflect our attitudes: "crippled," "invalid." Most believe disability leaves someone less than whole. Every waking moment, every life situation can be affected by a disabled person's thought that he or she is a burden on society without potential or way to make a contribution.

The American view of the disabled person has been slowly but significantly changing. Until recently, people with permanent, visible disabilities were institutionalized or kept at home. They were unable to attend school or be employed because of attitudinal and architectural barriers. Recently, state and federal laws have begun to remove basic obstacles to mobility and access. However, the sad reality is that such regulation has been poorly enforced. But the biggest problem is not enforcement.

The basic difficulty of legislated mainstreaming of disabled persons is that it has been imposed, and enduring public myths and attitudes cannot be ordered away. Long-term change can occur only by profoundly altering the public image and expectations of handicapped persons.

Recreation has emerged in the past 10 years as a significant factor in eliminating the web of obstacles that restrict the person with a disability and prevent him or her from becoming a whole person. Recreation, once confined to institutions and hospital settings with a resulting emphasis on illness, can now occur anywhere that life can be fully experienced--on a mountain, rafting a river, or running the Boston Marathon.

Recreation succeeds in building self-confidence and erasing social barriers by allowing participation in activities generally considered closed. "If I can do this, I can do anything" is an often-expressed feeling that reflects increased expectations. Participation of disabled athletes in sports with the general population substitutes a direct knowledge of a handicapped person's abilities for myths held by society. The increased mental fitness and physical coordination

attained through recreation enables the individual to handle employment or to attend school on a full-time basis with more success. Furthermore, recreation easily accommodates family involvement that helps foster a positive home environment. Finally, it points out our common humanity. We are all in this world together.

The cornerstone of my philosophy is that the single disability of any individual is of minimal importance compared to his or her many abilities. With specialized equipment and appropriate instruction, a person will avoid masking the true potential with the disability. The goal should be to heighten feelings of success and enjoyment and to have these accomplishments carry over to normalized recreation in the home and family environment.

The program I have directed for the past 15 years operates on the knowledge that disabled persons want to set their own limits and that they want to recreate in a nonsegregated atmosphere. It has been my experience at Winter Park that the relaxed integration occurring on the ski slopes cannot be achieved in more structured social settings. At lunch tables, in lift lines, and dotting the slopes, one sees the care-free smiles of skiers, disabled and able-bodied, who are sharing the same experiences. For a blind person or a person using braces or crutches, the ability to glide down a mountain slope evokes a feeling that defies description. The fluidity of movement releases the person from the limitations of a disability and sends the spirit soaring. On skis, a disabled person can be as graceful as anyone else; the limitation is forgotten and a new self-image builds. The confidence gained carries over to other sports and recreation activities.

The outdoors is a unique environment in which disabled persons can work within their ability to fulfill the need for adventure, exercise, and self-respect. The self-help philosophy of leisure and recreation can assist people with disabilities to live more independently from family and social services. The tremendous success of our program has been due in part to the program's atmosphere in which disabled and able-bodied persons are integrated in a casual manner. But our program is not a hand-out. It is a tool, an opportunity. We provide the setting in which recreation becomes a powerful vehicle for bringing disabled and able-bodied people together.

I have three simple requests of the legislature:

1. To promote the research on adaptive equipment and prosthetics. This would increase the mobility of disabled individuals in leisure and recreation as

well as allow them to become better equipped for job opportunities.

2. To create better access to public recreation areas. Through the creation of barrier-free facilities, recreational opportunities would be enhanced and disabled participants would be included.

3. To continue federal funding for recreational programs.

Mr. O'Leary is representing the Winter Park Sports and Learning Center in Winter Park, Colorado.

James V. Mastro, Ph.D.
Recreation and Leisure Testimony

In sports the end in view is not success independent of physical equipment; it is rather the attainment of perfection within the limitations of each physical type. Simone de Beauvoir, 1952

Involvement in sports has been a part of American life for many years. From peewee baseball to professional football, people have felt the need to compete in sports and athletics. This need to participate in sports is also important to disABLED individuals who have a right to as normal a life as possible (Appenzeller, 1983).

DisABLED individuals are likely to adopt a sedentary lifestyle unless given opportunities to participate and benefit from physical education, sports, and athletics as early as possible (Mastro, 1983). Organized sports opportunities for disABLED individuals have increased both nationally and internationally in the past several decades. Many organizations have evolved to serve the competitive needs of disABLED individuals. However, leaders of disABLED sports organizations have had to "make do" with limited resources and facilities while their athletes cry for expansion and equal opportunities to enjoy the financial and actual privileges of able-bodied athletes (Felshin, 1974; Orr, 1979). DisABLED sports organizations deserve the same amount and degree of funding that is provided by our government for able-bodied amateur sports organizations.

The Disabled Athlete

DisABLED athletes are not different from able-bodied athletes; they all seek the benefits and competitive satisfaction derived from sports and athletics. The difference lies in the limitations imposed on them by traditions and unchanging negative attitudes of society (Lipton, 1981; Mastro, 1985; Sherrill, 1981). We need to be perceived as athletes first and foremost with goals and aspirations similar to those of able-bodied competitors (Duda, 1981; Greendorfer, 1979; Orr, 1979). Our achievements are attained primarily through our own motivation; we are among many who achieve recognition to increase awareness, eliminate myths, and provide legitimacy needed to bridge the gap from where we are not to where we ought to be in the future (Mastro, Canabal, & Hall, 1985).

Benefits

Realization of disABLED individuals' potential as athletes must come through education of significant

others such as parents and coaches. Society in general must disregard perceived limitations of disABLED individuals and treat us as potential athletes, emphasizing hard work without using unfair standards to judge us (Mastro, et al, 1985).

Sports and athletics have therapeutic, recreational, and emotional value for disABLED individuals. In addition, they are of educational value to the general public, resulting in better understanding and improved relationships with the able-bodied community. Sports and athletics help individual personal adjustment, enabling people to move away from social withdrawal and toward personal accomplishments (Lipton, 1981).

Physical educators can be overwhelmed by the complexity of a disABILITY; therefore, physical fitness, fundamental sports skills, and motor performance are often ignored. As a result of the passage of the Education for All Handicapped Children Act (P.L. 94-142), Section 504 of the Rehabilitation Act (P.L. 93-112), and the Amateur Sports Act (P.L. 95-606), physical education must be provided for all handicapped individuals according to the Individual Education Program (IEP). When appropriate, sports and athletics should also be included in disABLED students' IEPs to allow them to become aware of physical and social demands needed to participate in athletic programs (Mastro, 1985).

Fairness in Participation

The capability of disABLED athletes and the high levels of competition are often not appreciated by the athletic community. For example, in 1972, a 177-pound, visually-impaired wrestler was competing in the Minnesota Intercollegiate Athletic Conference finals and was winning. One of the visually-impaired wrestler's teammates was watching the match when a fan stated, "Jerry [the opponent] is sure getting badly beaten." The visually-impaired wrestler's teammate turned and said, "Yes, he is. The wrestler who is doing it to him is blind." The fan said, "You must be mistaken, because Jerry wouldn't let a blind guy do that to him." Imagine her surprise after Jerry lost 15-3!

Opportunities to Practice

Opportunities to practice are limited because of the unavailability of facilities, equipment, transportation, and adequate coaching. For example, a Class I to IV cerebral palsied athlete wanting to practice the obstacle course for competition must find a person

who has transportation and is able to construct the course. Similarly, a blind athlete must run with a sighted guide. This circumstance affects the ability of the disABLED athlete to decide spontaneously when, where, and how to practice. With the invention of mechanical devices (e.g., racing wheelchairs, beeping balls), the disABLED athlete has been afforded a wide range of opportunities to participate. Participation has been enhanced through the adaptation of rules to fit certain disABILITIES (i.e., wheelchair basketball, cerebral palsy soccer, and beep baseball for the blind). The rules are based on the rules for able-bodied sports. Adaptations make the games fair, challenging, and competitive for the individual players according to the limitations imposed by their disABILITY (Mastro, 1983). However, organized disABLED sports competition should be no more adapted than is absolutely necessary for athletes to maintain the best possible performance and for evaluation of their skill and capability.

Conclusion

DisABLED people have the right to enjoy the benefits of sports and athletics that are a means to help us take our place in society and participate in as normal a life as possible. Even though it is difficult much of the time, we must join the rest of the world and march in the same direction.

Much has been done to provide opportunities for disABLED individuals in a wide variety of activities. However, there are many areas in which improvement is needed. The following are suggestions to help guide future appropriations, legislation, and policies for disABLED individuals.

1. Grants/Research

- Grants should be appropriated and research conducted emphasizing physiological, biomechanical, psychological, and sociological aspects of participation in sports and athletics by disABLED athletes to improve skill, training, and competition.
- Rural areas should be targeted for research, which includes comprehensive assessment of disABLED individuals with emphasis on the development and improvement of motor skills and fitness.
- Research should be conducted on participation by disABLED individuals in interscholastic and intercollegiate athletics: How many programs are available? How are the programs publicized? How much money is allocated for disABLED as compared to able-bodied sports in athletic programs? What are the advantages/disadvantages of disABLED athletes' participation in these programs?
- Federally-funded parents' programs (including early childhood) should be developed with emphasis on perceptual-motor development and prerequisite skills needed for participation in sports and athletics.

- A "needs survey" should be conducted on the disABLED population to inform/educate parents, teachers, coaches, and the general public of the availability of sports and athletic programs in the United States focusing on early childhood, schoolage children, and adults.

- Monies should be appropriated for workshops and clinics conducted by disABLED individuals focusing on opportunities for participation; development of new or enlargement of existing programs; coaching and training methods; and accomplishments of mainstreamed disABLED athletes.

2. Implementation of Laws

- P.L. 94-142: How many disABLED students are involved in sports and athletics? How many disABLED students would benefit from including sports and athletics on their Individual Education Programs as a related service? How many programs for parents and educators are in existence that will provide training in the assessment of disABLED individuals?

- P.L. 93-112: Do sports and athletic programs for disABLED competitors parallel able-bodied programs at the local, state, regional, and national levels? Are there accessible facilities (i.e., physically, socially accessible) for use by disABLED individuals?

3. Policies

- A national center for research in physical education, sports, and athletics for the physically and mentally challenged should be established to provide standards, tools, and training for physical educators, parents, and coaches in the areas of perceptual-motor skill, gross and fine motor skill, balance, agility, and physical fitness.

- DisABLED amateur sports organizations throughout the United States should band together to form a federation with one voice rather than many when testifying, speaking publicly, raising funds, or spreading the "gospel" of equal recognition.

- The ideas expressed by some of our European associates that various organized sports groups within different disABILITIES should compete against each other is unrealistic. We should each retain our own identity, our own events, and our own classification and rules and in no way attempt to change classifications in order to compete against other disABLED groups.

- Each Group E member of the USOC should have one vote in the House of Delegates.

- There should be a sport-specific section of Group E members.

Dr. Mastro is representing the United States Association for Blind Athletes.

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Laureen Summers

Cultural Arts Testimony

Good afternoon. It is a pleasure to have this opportunity to speak before you.

I am the peer counselor coordinator of the D.C. Center for Independent Living. The center provides services to severely disabled people in the District of Columbia to enable them to increase their independence and take better control of their lives. Prior to my involvement with D.C. CID, I was a special project assistant for Very Special Arts. I am also a weaver and a teacher. Perhaps my most creative accomplishment of all is being the parent of a 21-month-old daughter.

Creativity has been defined as the discovery of alternatives to unacceptable situations. The individual with a disability is creative by virtue of the fact that she or he must always find alternative ways of dealing with daily challenges and emerge feeling a sense of accomplishment and pride.

Through the arts, disabled individuals are given the opportunity to express themselves in ways that may have not been available to them before. Drama, poetry, dance and the visual arts have given such people like myself the time and space to explore and create statements that reflect dreams, realities, and needs. The ongoing encouragement from teachers and parents to perform and succeed in the area of the arts has increased our self confidence and gained us more acceptance from others because we have become involved in an activity that is admired and needed by all human beings.

When I was very young, my parent's closest friends were writers, musicians, and painters. These people didn't seem as bothered by my disability as others were; I wanted to grow up and be just like them: romantic, idealistic, and crazy!

I constantly sought out individuals who were artistic. They seemed willing to welcome me into their lives. When I discovered that I could weave, my beloved dream of becoming "one of them" had come true. Modern weaving does not always require the fine motor coordination that is necessary in many traditional art forms. I found bulky yarns that were easy to manage. I spaced out the strings of yarn that make up the warp far enough apart so that manipulating the shuttle back and forth or doing finger weaving to create a special design was easy for me. The designs that I invented looked incredibly complicated to the passerby, but were comfortable for me to achieve successfully. The more confident I became in this area, the more risks I was willing to take in others. Weaving was magical...and I was having fun.

My work with the Very Special Arts led me to arts programs throughout the country specifically design-

ed for individuals with disabilities. The results were amazing. Disabled people seemed more alive and enthusiastic when they were involved in some art form. Behavior problems decreased. Children learned to count and read and cooperate with each other as a result of having fun while exploring and planning arts projects. They felt in charge and acted accordingly. Individual program plans and long-term goals had to be reassessed because disabled students were surpassing all expectations. Since the arts require the use of many parts of the body, the challenge was how to adapt and modify materials and projects so that anyone, no matter how severely limited, could participate.

As my experience in the arts expanded and as I began to give speeches and workshops on the arts and their significance for disabled individuals, I was consistently admired and told how courageous I was -- how well I was "overcoming" my disability and what a wonderful role model the world had in me. I felt extremely flattered; my ego soared. Except... suddenly I realized that the admiration and invitations to speak at schools and conferences were not bringing people close to me on an emotional and sharing level. I was a performer, and my audience disappeared at the end of my act.

Individuals with disabilities are often not included in the planning and implementation of arts programs. We are given token positions on advisory boards, reception committees, and clean-up crews. It is usually able-bodied people who do the planning, the publicity, and the parties. They are then honored for all they have done for the disabled population while we sit in their shadows and applaud.

We need to become intimate with each other. By intimacy I mean closeness...in working, planning, sharing, and implementing arts programs together. Very Special Arts, D.C. Center for Independent Living, Mayor's Committees on the Handicapped, and other organizations that serve individuals with disabilities are some of the places where one can find people with administrative expertise in the arts who have a disabling condition. Such individuals like myself can offer, in addition to the expertise, an understanding of disability from an experiential point of view. We have "street knowledge" -- the nuts and bolts of basic survival.

There are too many incorrect assumptions about disabled people that prevent us from gaining due professional respect. I was always given limits by able-bodied people who assumed they knew all about me because they had read about cerebral palsy in their college textbooks. I have been labeled "special,"

"sick," a "victim," "brilliant," an "artist," and a "fool" by the various people I have met in my life. Few professionals have been willing to admit that perhaps they don't know everything. Few have listened to me tell them about my life.

We need to stop feeling embarrassed by what we do not understand and reach for realities instead of assumptions. We must learn from each other. People with disabilities must be visible on all levels of arts planning and programming. Three or four of us on a 15-member committee is not enough.

I propose that at least 50 percent of every committee and board that is involved with programs for disabled individuals be made up of people with severe disabilities.

I also propose that disabled people approve of all decisions affecting program or festival planning before they are made final and that we always speak out in our own behalf.

Both disabled and able-bodied individuals must become excited about working and being together. We need to be on each other's side. Creativity means taking risks and finding new solutions to familiar problems and tasks. Please let us put creativity back into the arts!

Ms. Summers is the Peer Counselor Coordinator of the D.C. Center for Independent Living.

Elias Katz, Ph.D. Cultural Arts Testimony

I am Dr. Elias Katz, co-director, Institute of Art and Disabilities, an art center for adults with disabilities located in Richmond, California. I am a clinical psychologist, with the Ph.D. degree from Columbia University, with a major interest in the creative arts and in the role that creativity plays in improving the quality of life of people with disabilities. I would like to introduce the co-director of the Institute of Art and Disabilities, Florence Ludins-Katz, M.A., also a graduate of Columbia University, a talented artist-teacher who has been my inspiration and my colleague for more than 50 years. What I am presenting today is our joint philosophy growing out of our years of experience.

In the brief time allotted, we will focus on art centers for people with disabilities that Florence and I have nurtured for the past 20 years. The Institute of Art and Disabilities is the fourth center we have established. All are functioning well on their own. We are proud to report that there are now nine art centers for disabled people in California, one in Billings, Montana, and one in Minneapolis.

Why do we feel it is so necessary to foster creativity in all people? What would existence be like if suddenly the creative urge and creative expression were eliminated? How would there be progress and change without the human urge to create something magnificent, something new and different? How dark and bleak the world would be if we all marched to the same tune, if we all had to fit a precise mold.

Do severely disabled persons have a lesser need for expression or is their expression of lesser importance? We believe that each person regardless of physical or mental condition has the right to develop to his or her fullest potential. Because of stereotyping of disabled people as inadequate and nonproductive and their virtual exclusion from "main-stream" opportunities, it is essential to provide them with a psychological and physical environment that makes it possible for them to fulfill their creative potential. The Institute of Art and Disabilities was designed to provide such an environment.

Although we serve primarily developmentally disabled adults, the program is appropriate for all disabled persons. We offer creative opportunities in the fine arts -- painting, sculpture, printmaking, and mosaics. Most of our students attend five days a week, six hours a day. This is not a therapy or a recreation program, though we recognize that the results are often therapeutic, recreational and educational. It is an artists' studio where disabled people work as artists striving to achieve their highest creative potential. They work at their own pace on pro-

jects they choose. The program is varied enough to enable participants to become proficient in many skills. There is a high emphasis on good working habits; this is their job. It is our belief that each person has something important to communicate. The focus is on originality of conception and execution. Teachers are practicing artists who provide expertise, encouragement, and support when needed and are models of normal adult behavior.

The operation of a visual Art Center for disabled persons can be illustrated by a typical day in the development of a student. Peter uses public transportation and has learned to transfer from his home to the center. He arrives at 10 a.m. and signs in. He writes unintelligibly, but the staff has learned to recognize his signature. He hangs up his coat, puts away his lunch box, and puts on his smock.

The art teachers have been there for an hour. Art supplies, consisting of tempera paints, water colors, colored pens, clay, collage material, and material for printing are placed on tables around the room. Papers of all sizes and colors are stored in easily accessible open cabinets.

What work Peter does is determined by his own desire. He may be stimulated by the materials he sees in front of him or by images he saw on the way to the center or by a dream or vision. He may have a preconceived idea for a new work or he may be continuing an unfinished one. He makes his own decision as to where to work. No assignment is given him. This morning he chooses to work on an unfinished painting.

Peter cannot find his picture immediately. An art teacher helps him go through a small stack of unfinished work. He picks out his painting, looks around the room, and sees a friend he would like to work next to. He goes to the table and places his paper on it. He walks around the room, finds the colors and brushes he needs, and places them on the table in front of him. He is ready.

Peter works intently, stopping only for a juice break. The teachers stop to talk with him. They offer suggestions but do not demand that he comply with them. Peter will make his own decisions as to whether he wishes to carry out their suggestions or proceed in his own way. A little before lunch he is finished with his painting. He asks a teacher to look at it and discuss it with him. The teacher makes suggestions and Peter decides to make some minor changes. When he is finished to his own satisfaction, he places the painting on the drying rack. Since he cannot write, the teacher helps him add his name and date.

He decides to go to the clay table. He places clay on a bat. It is the beginning of the lunch hour. He goes to the closet, takes out his lunch box, and heads for the area where the other students are gathering for lunch. Coffee and juice are available. He brings only a skimpy sandwich. A staff member makes a mental note of his lunch and will bring it up later during a staff case discussion of Peter and his work in the center.

Peter finishes his lunch in 15 minutes and decides to look at art books and art magazines. Later he returns to the clay table and starts modeling a head. He has trouble adhering the nose to the form he has built. He seeks a teacher and points out his problem. The teacher gets clay of his own and shows Peter how to score and use slip to make connections. Peter practices and when he has mastered the technique under the teacher's guidance, he returns to his sculpture and applies the knowledge he has gained. He is dissatisfied with the first results and starts again. The teacher comes by a little later to see how he is doing and shows him how to improve his technique.

A volunteer becomes interested in Peter's project. She gets her own clay and sits next to him. They share their discoveries. Another teacher walks by and stops to speak to Peter, who proudly displays what he has learned. He continues working on the head.

A few minutes before 4 p.m., it is clean up time. Peter puts wet cloths on the head and places it where the unfinished clay work is kept. Tomorrow he will be able to continue. He cleans the table and puts away his tools. He hangs up his smock, says goodbye and leaves for the day.

This picture of Peter shows a self-sufficient, interested person able to care for himself, to make decisions, to travel independently. He is able to ask for and take assistance and criticism in an appropriate manner and is completely involved in his work. He is able to work independently as an artist.

This was not always the case. When Peter first came to the art center after many years of institutionalization, he could not travel independently. He could not pronounce his name. Unless he was told explicitly where to go and what to do, he stood in a corner and rocked. Although he still has many areas of difficulty, Peter is now a happy, dependable man and a promising artist. What caused this great change?

Although he is a man with great talents in many different aspects of the visual arts, Peter's talent did not show immediately. His first paintings were childish and without imagination, very much like the drawings in a coloring book. It is very likely that he spent many hours coloring pictures while in the institution. His subject matter was pumpkins, four-leaf clovers, Mickey Mouse, and Bugs Bunny. Gradually the work changed. Hills, mountains, and build-

ings seen en route to the center and people around him began to appear in his pictures. Less time was spent rocking in the corners and more time absorbed in his work. He no longer had to be told where to go and what to do.

In his work new developments started. He began to model with clay. At the beginning he fashioned a primitive head, followed by astounding portraits of people in the center. He discovered black and white drawing and spent much time designing pages for calendars and publications. When an artist came to demonstrate hooking rugs, Peter took to the idea immediately. He designed a rug and was able to complete it with meticulous craftsmanship and sell it.

During this period of development he began to talk, very hesitantly and slowly, not always correctly, but he was able to make himself understood. There was no longer any time or need for rocking. The staff believed that Peter could travel to the center by himself. He was encouraged to paint pictures of the church where he would have to get off the bus, to draw the bus with its correct number, to draw the time on the clock when he had to leave home in the morning. Despite misgivings and mistakes, he finally learned. Now he travels by public transportation not only to the center, but also to many other places.

What has happened to Peter is not unique. Many artist-students go through a similar growth process. Through creative experiences in art they learn to care for themselves, to travel, to speak more fluently, to become proud of their accomplishments. Their behavior reflects these changes. They become artists and are recognized as such. They are contributing members of society, and society is enriched by their efforts.

Paul was 26 years old when he came to us because he would not work, was immature, and had a long history of school failure. Initially he would paint only tiny squares. He was fearful of entering new territories, a reflection of his feelings of inferiority and inadequacy. We encouraged him to look at the world around him and to paint the things he saw. It took many months, but as he began to open his eyes to the world about him he gained confidence in himself. Our staff encouraged him to express his ideas about outer spaces, landscapes, and buildings. We learned of his interest in working with animals and encouraged him to volunteer for the Humane Society. This eventually led to part-time and then full-time employment there. Paul's creative self-expression coincided with his personal-social development and with vocational achievement.

Charlene, a mildly retarded obese woman came to the art center as a member of a clean-up crew from a local workshop. She had serious personality problems, crying when corrected and hiding with her head down. She saw the art work being done in the center and became intrigued by it. Finally she asked to join the program. Her personality changed as her self-

assurance developed. Beginning by making copies of cartoons, she gradually began to express herself. She painted her life and her fantasy world. She portrayed herself running on the seashore with her boyfriend. She painted brilliant skies, grass growing, and trees taking root. Although she could not write, she dictated poems about her feelings of her own growth. Here is an example:

THE TREE
I am the tree
It's me in a way
I am the branch
I go here and
I go there as
The branch in the
Tree--I feel like I am
The tree. I am taking
Root in different areas
I'm developing and growing
In a different way
That is me. The Tree

We are proud to report that Charlene now earns \$1,200 per month at the Kaiser Center in a full-time job tailored for her capacities. Of course we are not always successful. However, the stories of these three individuals are not isolated examples.

Our program differs from other programs for disabled adults that emphasize earning a living. For many disabled persons, we feel it is very impractical to expect them to become financially independent through their earnings. In fact, constant failure in the labor market contributes to feelings of frustration, rejection, and alienation. Nevertheless we are actively working along several lines to enable our artist-students to earn money whenever feasible through their art, while building their self-confidence.

We are starting a pilot project to train some of our higher functioning disabled adults for jobs as art

aides in convalescent hospitals, preschools and nursery schools, senior centers, and programs for disabled children, youth, and adults. Although this is a new project, the City of Richmond and several foundations have enough confidence to grant us financial support.

Much of our artists' work has been sold even though we do not have a marketing specialist. There is every reason to believe that their work can be sold widely if we can employ such a person, artists can design and illustrate posters, brochures, sweatshirts, Christmas cards, holiday cards, and other items. They can silk screen, block print or individually paint such products. While this job may not lead to earning a living it certainly contributes to their income and makes them feel useful and adequate in our society when others appreciate and will pay for their art work.

To summarize, in the past 20 years in California we have demonstrated the feasibility of creative art centers for disabled people. The quality of life of participants at these centers has been immeasurably improved. It is our dream to see this concept be implemented on a much broader scale in all the arts throughout the United States.

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Dr. Katz is Co-Director of the Institute of Art and Disabilities in Richmond, California.

Tatyana Schramko Schriempf

Cultural Arts Testimony

As a parent of a hearing-impaired child, I have found the arts to be the most successful tool in teaching communication. Indeed, the entire linguistic process, socialization, dreams, and hopes have been fulfilled through the arts.

We had many tutors who were extremely good, but as I watched and listened, I saw boredom and hard work be my child's playmates. Learning to communicate should be a joy, a springboard to ideas, to dreams of growing up and participating in the world community. To that end we have used community cultural centers for everything. Without them, the task would have been virtually impossible.

I took over tutoring. Every lesson had to be something my daughter would not want to stop. We drew pictures with words for every action, some pretty funny ones, but that is the whole idea. Our Polaroid camera was a quick and effective tool in word acquisition. We photographed absolutely everything - the cat on the table, and under the table (teaching syntax)-- friends, flowers, rocks. We named every blade of grass and kept photographing. As language developed we discovered organizational memory was random. Putting words in sequential order is very difficult for a hearing impaired child. The piano can be of value. As she learned the scale, it helped her organize her thoughts. The scale and the words now had rhythm. At this stage she became able to memorize rhyme and poetry.

As time progressed the social interaction became more crucial. Just then, the Very Special Arts Festival at the Kennedy Center came to the rescue. After watching the Alvin Alley production she danced and later joined a group in Alexandria, "The Pied Pipers" drama classes of which Ellen Cramer was the director. Through drama she learned public speaking, self-assurance, cooperation, sharing, questioning of ideas, and timing (which is also very difficult for the hearing-impaired person).

In due time, my daughter joined a wonderful poetry workshop for children taught by Mary Berry at the Alexandria Athenaeum. Mrs. Berry used visual arts exhibits to stimulate the children's creative processes, a practice to be used generously by all educators. Observation, interpretation, organization of thought, and, finally, committing it all to paper and seeing it published is a proud accomplishment for anybody.

At the age of 10 our daughter is participating fully in the normal developmental activities on the road to adulthood. Her confidence on the "Select Soccer" team is that of a full-fledged member, which, indeed, she is. She's diligent in playing the recorder and has switched to the clarinet so she can be in the school

marching band. Her absolute conviction that she will be the first "World President" drives her to thinking of how, indeed, the world's people can live together better. We and her teachers believe this child will have no problems in the employment market. Thanks to the help of the arts and the many community programs involving arts in education, she will, we believe, continue to cope successfully with the hearing world that confronts her.

Employment concepts and preparation for the job market should be introduced throughout the development process, essentially from the cradle. Meaningful preparation, even at such early stages, is possible through education and meaningful exposure to and participation in the arts. There are a variety of benefits to be gained by becoming involved in different art forms. Learning to play a musical instrument provides a natural training ground for organizational thought and development processes. Drama offers a wealth of educational benefits. It provides an avenue for the development of self-esteem, public speaking, learning of our heritage and other cultures, and timing. Participation in the creative arts, such as sculpture, drawing, and writing, teaches self-expression and physical coordination and develops the child's confidence in his or her own creative ability. Appreciation of the arts and literature is valuable. Combining writing with the study of art creates the bridge with generations past and provides the bridge to the future. The disabled person gets a chance to see where he or she fits in the human community.

Mrs Schreimpf is the mother of a hearing-impaired child.

Panel Presentations

Diana Richardson, Ph.D.
Leisure/Recreation Panel

We are living in a country that protests and uses economic sanctions against another country for its apartheid way of life and political views. However, within its own borders, the same people continue to tolerate separatism with regard to its disabled population in all facets of life—not excluding recreation.

How and why this separation has happened and continues to happen is extremely complicated. In some respects it is a function of our need as human beings to help one another. Somewhere along the way, we've confused "help" with "providing for" and "teaching" with "giving." We've opposed assumption of responsibility by disabled persons in order to serve our needs for power and control. We haven't yet learned that the greatest source of power is to provide others with the power to help themselves.

In his paper, Dr. Compton briefly mentioned the independent living movement and its possible impact on the development of a new philosophical basis for the delivery of recreation services. The independent living movement was created in the ideology of the civil rights movement in the 1960s. Impetus was added by the emergence of consumerism and demedicalization in the '70s and the self-help movement and mainstreaming legislation at around the same time.

The independent living movement differs from traditional thinking in several respects. Problems are not linked to disabilities but to the organizations and systems that attempt to provide solutions and instead foster dependence on professionals and offer extrinsic satisfactions. The solution proposed through independent living is through self-help, removing barriers that include programs, professionals, and systems that foster dependence, and by improving consumer control. Professional intervention is tolerated only when the purpose is to teach independent living skills.

The social role of the individual is consumer or participant rather than client or patient. The independent living movement places control firmly in the lap of disabled persons and employs professionals toward that end. The outcome sought through independent living is for disabled individuals to assume their share of responsibility, for them to be problem solvers and decision makers, and for them to learn to help themselves and each other. The goal is for disabled persons to find intrinsic satisfaction.

Therapy as a planned intervention by trained professionals to change physical, mental, social, and emotional behaviors in a desired way has its place in rehabilitation units and related programs. We must also recognize that recreation programs for disabled persons in which they have free choice to participate

and control outcomes represent a different use of recreation. Leisure embodies freedom of choice; therapy defines a program with little or no choice. The two are mutually exclusive. Community recreation programs have managed to defy the 1954 Brown vs. the Board of Education edict that separate is not equal. Separatism can only be tolerated in specific circumstances when its purpose is to teach independent living skills or other skills when people aren't ready for integrated experiences. Many of our recreation programs make no attempt to move people forward leading toward integration.

We need to educate ourselves, our students, our peers, disabled individuals, and the public that all disabled people do not need therapy; not all programs are therapeutic. We need to separate provision of recreation for enjoyment from recreation used as an intervention, as a therapy. We also need clear boundaries that separate athletics from recreation. We need to quit referring to ourselves as "the handicapped" lumped together as though we have a single mind, a single all encompassing disability and singular needs.

The public needs to see people with disabilities as individuals, but we need to recognize ourselves as individuals first. Recognition of individual needs and abilities has a parallel. We need to specialize within our academic curricula. We can ill afford to tolerate graduates who are supposedly trained to work with "the handicapped" as though mentally ill, physically disabled, mentally retarded, emotionally disturbed, aged, juvenile offenders, pediatric populations, and others all have similar needs and abilities where recreation is concerned.

In support of specialized academic curricula, research that differentiates among populations should be encouraged. Improved knowledge in therapeutic recreation programs for special populations and in integrated programs is mandatory if we are to move forward. Competency for recreational personnel in such programs should be encouraged by meeting certification standards based on a sound body of knowledge. Certification or licensure without a strong foundation will do little to strengthen our field.

Educating for leisure exists as though it is a separate part of people's lives. Education for leisure should be fully integrated into an individual's lifestyle. The growth of transitional living programs and independent living centers is partially in response to the need to integrate all facets of a person's life, including work and leisure. Participation in self-chosen recreation activities involves knowledge of one's abilities, familiarity with recreation

resources, and a variety of abilities and skills: to plan, problem-solve, make decisions, earn money, budget, travel, involve friends or family, speak, dress and socialize appropriately, and maintain an adequate level of fitness.

To prepare people for these circumstances and to balance work and recreation is more than our contemporary recreation programs are prepared to do. It should be clear that many disabled people have not been taught to be independent or encouraged to be so. I wholeheartedly support and endorse transitional programming with a strong leisure education emphasis.

Those of us in therapeutic recreation like to talk about a continuum: therapy...leisure education...recreation participation. In fact, only a dichotomy exists: therapy and recreation programs for special populations. A real need exists for leisure education in conjunction with transitional and independent living programs. I am in strong support of developing models that can be useful in moving people toward increased functioning.

Past research has focused on limitations and identification of need. I believe it is time to begin identifying skills and abilities, to do case studies of individuals with disabilities who have succeeded in fully integrating recreation into their lives, those who lead satisfying balanced lives. Do research on wellness and success. Determine what skills, knowledge, and abilities are necessary. Success and independence should be taught, practiced, shared, and celebrated.

I would like to offer the following issues that I feel should be addressed by persons who are in a position to have an impact on alleviating the inadequacies in recreation offerings for disabled persons.

Issue #1: Alleviation of the lack of focus on transitional recreation programs that educate for leisure.

Issue #2: Research focus on disabled individuals who have succeeded (health, ability, and wellness).

Issue #3: Integration of education for leisure in the educational process.

Issue #4: Identification of dependency-inducing features in our recreation programs.

Issue #5: Expansion of knowledge of recreation through research with specific disabilities.

Issue #6: An examination of our current philosophical position in relation to independent living and re-examination of current delivery systems.

Issue #7: Examination of our own values and purposes in the provision of recreation for disabled populations.

Dr. Richardson is an Assistant Professor in the Department of Recreation, University of Maryland.

Gary M. Robb
Edward J. Hamilton
Leisure/Recreation Panel

Good afternoon! My name is Gary Robb. I am the director of Bradford Woods, Indiana University's 2,300-acre outdoor education, recreation, and camping center. My colleague Edward Hamilton and I are pleased to have the opportunity to discuss the interests and concerns of millions of Americans who are keenly interested in the work of this Commission. I am referring to those persons who have physical, mental, social, and/or psychological impairments.

The latest U.S. Bureau of the Census statistics identify over 28 million individuals with some type of limiting health condition. This figure includes persons with physical impairments, sensory impairments, and mental and emotional or psychological impairments.

Persons with disabilities have the same types of interests and needs that persons without noticeable handicaps have. You may rest assured that as many disabled persons have as much interest in pursuing outdoor recreation activities as others do. I could point out many "high profile" feats by disabled persons such as events during the International Year of Disabled Persons (1981). Two individuals crossed the Continental United States in their wheelchairs and a group that included individuals with visual and physical impairments climbed Mt. Ranier. A similar expedition of wheelchair users conquered Quadlupe in Texas. Just this past summer, in commemoration of the International Year of Youth, groups of disabled youth joined youth from all over the country in a Mississippi River expedition.

While these "high profile" experiences are becoming commonplace, many persons with disabilities, like other Americans simply want to be able to picnic, play ball, hunt, fish, camp, and otherwise enjoy the great outdoor areas and facilities that this country has to offer. Unlike other Americans, however, persons with disabilities are often denied access and use of these areas and facilities because of architectural, environmental, and attitudinal barriers.

Despite the passage of laws and standards, providers of outdoor recreation experiences lack understanding of and attention to the interest, needs, and capabilities of persons with disabilities. As this Commission begins to study policies, programs, and opportunities and projections on future usage trends before making recommendations for actions necessary to meet future outdoor recreation needs, we ask that you:

- Consider *all Americans* throughout the study and recommendation process.
- Include persons with disabilities and solicit their input during this process. It is important to delib-

erate for persons with disabilities and *with* them.

- Include input from major providers of outdoor recreation experiences, such as Bradford Woods, the National Easter Seal Society, Wilderness Inquiry II, and The Vinland National Center to name a few.
- Consider a data-gathering effort in determining needs and interests of this population. Organizations such as the National Council on the Handicapped and the National Institute of Handicapped Research may be of assistance.

Finally, I would like to introduce my colleague Ed Hamilton, who is assistant director of Bradford Woods. He would like to provide you with a few very important observations as a professional in the outdoor recreation field and as a disabled consumer of outdoor recreation resources.

(Ed Hamilton)

The phrase "special interest group" has taken on a negative connotation in the 1980s, and people who have disabilities have very often been identified as a special interest group. I want to make it clear, however, that the issues Mr. Robb and I are addressing are not special interest issues. Rather, they are issues for all Americans--not an outdoors for a selected group, but an outdoors for everyone.

In the past 15 years, those of us with disabilities have begun to claim our right to the outdoors. With increased frequency, we have sailed, skied, climbed, canoed, camped, and generally enjoyed our natural resources. We have done this despite obstacles that society has erected. It is the obstacles erected by society that have angered and frustrated us, not the obstacles of nature.

We are not requesting paving of the Appalachian Trail or ramping Mount McKinley. What we want is consideration of the needs of Americans who have impairments (physical, intellectual, and emotional) when policies are set, facilities constructed or renovated, and natural areas purchased. As Mr. Robb has noted, people with disabilities want and need to be included in policy deliberations. We are no longer, if we ever were, totally dependent upon others to articulate our thoughts and defend our rights, nor are we narrow-minded, single-issue citizens concerned only with promoting our own interests.

Legislation mandates that all federal facilities be accessible. Nevertheless, the spirit of these laws (and often the letter) is too frequently violated. There are those who would argue that accessibility

would violate the integrity of wilderness areas and historical sites. I contend, however, that we have not yet reached a point where we need to worry about people with disabilities "violating" the wilderness because constructed toilets are accessible. Our desire is not to pave the wilderness. When physical alterations are made to outdoor areas and facilities, we want the changes to increase access to persons with disabilities.

As new outdoor areas are selected for preservation or development, consideration should be given to the acquisition of some areas and sites that are easily accessible. The standards for approving site selection should not be compromised; the needs of people with disabilities should be considered.

Finally, the thing that people with impairments desire most is accepting attitudes by those responsible for our nation's natural resources. We do not want special or unusual treatment. We do want--even demand--all of the rights and respect afforded anyone else. We realize that attitudes cannot be legislated; they can, however, be learned. We strongly recom-

mend, therefore, that staff training programs be supported that facilitate acceptance and understanding of all people.

In summary, I would like to return to the recommendations presented by Mr. Robb:

- Consider all Americans, including those with disabilities, throughout the study and recommendation process.
- Include persons with disabilities and solicit their input during the process.
- Include input from major service providers of outdoor experiences that include people with disabilities.
- Consider a data-gathering effort in determining the needs and interests of people who have impairments.

Thank you.

Mr. Robb is Director and Mr. Hamilton is Assistant Director of Indiana University's Bradford Woods Outdoor Recreation Center.

Robert J. Szyman, Ph.D.
Leisure/Recreation Panel

The bulk of my presentation this morning focuses on issues arising primarily through efforts to provide normalized recreation experiences for boys and girls with physical disabilities.

These groups face many problems as they try to make the transition from school to the real world following the senior year in high school. Many of these problems are caused by a misconstrued view of themselves and the world and immature, dependent behaviors. The issue is whether current practices in recreation foster dependence or independence.

The goal of our combined efforts as parents, teachers, ministers, and recreation leaders is to assist children so that they may function at an optimal level of independence. This quest for independence begins at an early age. Where a child falls on the dependence/independence continuum is the result of the interaction of many factors.

Becoming more independent implies learning and applying decision-making processes. Making a decision involves an element of risk--intellectual, physical, or emotional. Once a person makes a decision, he or she must have two unalienable rights: the right to succeed and the right to fail.

Too often in our endeavors to ensure the success of boys and girls, we make decisions for them, protect them from risks, and ignore their right to fail. Our intentions are noble--successes will shore up sagging self-concepts--but successes born of solicitousness are artificial. This is one of our critical shortcomings; it prevents children from acquiring physical, social, and psychological skills necessary for independent living.

Children acquire decision-making strategies and tactics by making decisions, having room to take risks, and then basking in the success or failure of those decisions. No single institution holds the franchise on promoting independence. Families, schools, churches, and recreational agencies may contribute.

This issue--dependence versus independence--applies to all children. The crux of the matter is that a child with a physical disability generally faces more obstacles in his or her quest for independence; society's attitudes and limited knowledge mitigate against independence. Normal parental concern for the safety and well-being of a child is increased by the disability. These parents, for understandable reasons, tend to be extremely overprotective. There are others who don't allow youths with physical disabilities to make decisions, assume risks, and incur the consequences. As a result, these youths have infrequent experiences in the "school of hard knocks.". They become inherently dependent on those who make decisions, take risks, and incur the results for them.

Getting a bloody nose is sometimes the normal result of taking a risk. Having your ego battered is a part of a normal process of development. Protect-

ing people from bloody noses and battered egos is no favor to them.

Program fees are a normal part of the recreational experience. Yet, from early in life we tend to teach people with disabilities that because of their disabilities they are entitled to enroll in programs free: to receive free tickets to concerts, movies, plays, and sporting events; to use a lift and rent equipment without charge. These breaks are given with the noblest intentions, but in the long run I feel they are a disservice. People who pay must be treated as customers; their needs must be met or they have a right to complain--they paid their money. People who don't pay are at a severe psychological disadvantage if their needs go unmet: "What do you want? It was free."

This phenomenon does not end when the youth becomes an adult. Many states offer free fishing licenses to people with disabilities. I object to that because as a taxpayer some people with physical disabilities have incomes substantially greater than mine. The State of Minnesota gives people with disabilities a reduction in their auto license fees. This drives me nuts. Many of the license bureaus are inadequately designed so people with disabilities cannot carry on the transaction at the counter normally. Collect the two dollars extra from everyone and make the bureaus more accessible. Obtaining these things free or at a reduced price does not enhance people's independence or self esteem. Purchasing services and being able to conduct business normally do.

People frequently enjoy their leisure by attending plays, concerts, and sporting events as spectators. Yet as fiercely independent as some disabled people may be, some arenas and halls require people with disabilities to have two tickets, one for them and one for their attendant whether an attendant is necessary or not.

I clearly recall an incident at half-time of a college basketball game. I was in the section reserved for people in wheelchairs talking with a state DVR counselor who was crowing about the great ticket deal he received. Policy required a person using a wheelchair to have two tickets. The University sells two tickets for the price of one. Obviously, he didn't need an attendant so he gave the second ticket to a friend. About this time the team mascot sauntered over and patted this man's head. It was very condescending. Needless to say, the man was insulted and I was very embarrassed for him. Everytime I recall that incident I wonder how many times we have allowed the general public and policy makers to assume that physical disability and inability to care for oneself or pay one's own way are synonymous? The long-term result of these freebies is the pat on the head, an image of dependency, and solicitous behaviors.

It is no secret that society in general feels sorry for disabled children. In an attempt to help these boys and girls, people tend to heap undeserved rewards, praise, and material goods upon them. Sometimes left in the wake is a person who depends on others for gratification and has not learned the importance and thrill of earning and achieving these things independently.

Too often policy makers use disabilities as an artificial factor in determining need. If people can't afford a fishing license, then give it to them. But don't give them one just because they have a disability. However, if a person absolutely needs an attendant in order to participate or to watch, he or she should be charged for one ticket only.

There seems to be a significant role for nonprofit organizations in providing recreational programming for people with disabilities. The nonprofit organizations transcend geopolitical boundaries and conduct programs that provide the same opportunities that a city recreation department could provide if it had a high enough incidence level of disability in its community to convince the taxpayers that the program was necessary. However, the costs of conducting these programs fall heavily on the nonprofit organization. Charging a fee that pays the direct and indirect costs of the program makes the program too expensive except for the very wealthy.

A noted physician from Minneapolis was bit by a polio bug at an early age. Consequently he plays his basketball from a wheelchair. He is an extremely active person. He and his wife own a nice home in a fairly exclusive neighborhood and as a consequence one would have to guess that he pays his share of property taxes. Because of his disability, he cannot wander up to the neighborhood park to participate in a pick-up basketball program. And yet, the taxes he pays help support the community center and park surrounding it. It would be equally unfair to charge him a fee that would include the indirect costs for his basketball playing because he has already contributed that via his taxes.

Nonprofit organizations have often looked to United Way support to offset some of the indirect costs so that fees can be kept competitive with those charged by city recreation departments. It is no secret that United Ways are dynamic and that their priorities for allocating funds change. Recreation allocations fall by the wayside as battered women, abused children, and alcohol and drug rehabilitation and support groups are defined as high priorities.

Without United Way support to offset the indirect costs, the quality of recreation programs for the disabled decrease significantly. What is needed are formal agreements between the nonprofit organizations and the cities. The non-profit organizations would be required to develop, conduct, and evaluate programs, and the city would help offset the indirect costs of the program so that fees charged the customers are competitive with those offered by the city.

It is normal to have the opportunity to participate in recreational sports as a youth. Intramural and extramural sports opportunities are provided by school systems. City parks, recreation departments, and youth organizations, such as Little League and Pop Warner Football, provide recreational sports opportunities outside of school. Not to have opportunities to participate as a youth is not normal in our society. If this is true, then youths with disabilities who lack these opportunities to participate in sports cannot have a normalized experience. To bring about truly normalized experience would require parents to prevail upon the school system to provide opportunities in the schools and recreation departments to provide opportunities in the community.

Segregated programming is sometimes appropriate and necessary. Self-efficacy theory tells us that people are reluctant to attempt things when they feel they are too inadequate to succeed. Modeling theory tells us that the best models are sometimes average performers whose standards are not so high to appear unattainable to the novice. Some people may never be able to get over the embarrassment of sitting on the floor in order to paint with their toes. Faced with the decision to participate in a mainstreamed class or not at all, people with low self-esteem or those with other serious concerns would opt out. Yet the community must be prepared to integrate people into programs when they are prepared psychologically and have the skills to make the move comfortably.

Recreation can, through normalized experiences, assist children and adults with physical disabilities to live as independently as possible. It may especially help boys and girls make the transition from school to work. Yet recreators may be guilty of providing experiences that are not normal and contribute to dependency and reinforce society's negative attitudes.

Dr. Szyman is the Director of Sports, Physical Education and Recreation at Courage Center, Golden Valley, Minnesota.

Howard L. Gorrell Competitive Sports Panel

They can't hear...nobody listens better.
Paul Lynner, 1977 USA Deaf Tennis Coach

I am Howard L. Gorrell, the liaison for governmental affairs of the United States Committee, World Games for the Deaf of the American Athletic Association of the Deaf (AAAD). I am also the technical delegate for tennis for the International Committee of Sports for the Deaf, which conducts the World Games for the Deaf (WGD). I am pleased to appear before the Hearing Review Board of the National Council on the Handicapped to present the view from deaf and hearing-impaired athletes and administrators.

I would like to tell you briefly about my involvements with these organizations.

Last month 1,198 athletes from 27 countries participated in the XV World Games for the Deaf in Los Angeles, California. There I completed my first term as technical delegate for tennis.

Twenty years ago the XII World Games for the Deaf were held in Washington D.C. At that time I was 21 years old and at my athletic peak, but I was unable to participate because I had never heard of this kind of international competition. Prior to these Games, I had competed in the AAU-sanctioned track and field meets, but the AAU publication did not mention the coming World Games for the Deaf. The AAU seemed to have a negative attitude about this sort of competition. (Later I learned that the AAAD recruited the best athletes from state schools for the deaf all over the country.)

The following year, I finally obtained the details about the World Games for the Deaf. Then I resumed training. I threw the javelin in the 1969 Games in Belgrade, Yugoslavia, and in the 1973 Games in Malmo, Sweden. In the 1976 tryouts, I missed my third chance to make the USA Deaf Team by placing fourth, but I was tapped by Art Kruger, the legendary AAAD figure who at that time was chairman of the USA-WGD Committee, to be one of his special assistants, mainly because of my connection with Capitol Hill. (I was then and am currently employed by the Republican National Committee.) This was the beginning of my participation as an administrator.

On a bleak November day in 1976, I went to the Office of the President's Commission on Olympic Sports to expose the problems and needs of handicapped persons in sports. As the result, the Commission, under the direction of Michael Harrigan, postponed making its final report in order to arrange last minute testimony from representatives from the sports organizations for the disabled.

Then I was instrumental in assisting Senator Ted Stevens in amending the legislation entitled "Amateur Sports Act of 1978" by adding provisions for the handicapped population. I was named to serve the following organizations to help them to comply with these provisions: Committee on Sports for the Disabled of the United States Olympic Committee, Handicapped in Athletics Committee of the Athletics Congress, and Liaison Advisory Commission with the Handicapped (Physically Challenged) of the Los Angeles Olympic Committee.

I have been asked to present to you today recommendations for legislative and policy directions. I feel that there is no need to change the federal legislative policy for the disabled in competitive sports because the Amateur Sports Act of 1978 (Public Law 95-606) has broadened participation of the disabled by providing greater opportunities within the structure of the United States Olympic Committee.

In September 1979, the standing Committee on Sports for the Disabled was formed. The committee is composed of representatives of the seven major national organizations (Group E members) that serve amateur athletes with disabilities through a national multiple-sports program: American Athletic Association of the Deaf, National Association of Sports for Cerebral Palsy, National Handicapped Recreation and Sports Association, National Wheelchair Athletic Association, Special Olympics, Inc., United States Amputee Athletic Association, and United States Association for Blind Athletes.

At the committee's inception, its responsibilities were to review and evaluate existing programs for the handicapped in sports and to discuss and explore ways to enhance these programs. Further, it was the committee's goal to integrate these programs into regular competitive sports programs of National Governing Bodies of the United States Olympic Committee. In his state-of-the-art paper, Dr. Kenneth S. Clark has set forth the Committee's achievements during its five-year history.

Now I am presenting six recommendations to the National Council on the Handicapped.

1. *The National Council on the Handicapped should recognize the Committee on Sports for the Disabled of the United States Olympic Committee as the coordinating body for amateur athletics for the disabled.*

In 1978 I was told by the officials of the President's Commission on Olympic Sports that there were over 30 regional and national organizations sponsoring or promoting programs for the disabled. I believe that these organizations should join any of

the Group E organizations in their respective categories of handicapping conditions to improve the coordination of programs within and across sports. For example, the National Wheelchair Basketball Association has not yet affiliated with the National Wheelchair Athletic Association.

2. *The National Council on the Handicapped should demand that federal prosecutors and judges enforce the statutory protection of Olympic designations.*

Section 110 of the Amateur Sports Act of 1978 "prohibits any person from falsely or fraudulently representing himself as a member or representative of the Corporation (USOC); wearing or displaying the emblem of the Corporation for the purpose of inducing the mistaken belief of trade, the emblem (escutcheon and five interlocking rings), other Olympic trademarks, the words, 'Olympic', 'Olympiad', 'Olympian', 'Citius Altius Fortius', or any derivation thereof."

All Group E memberships of the United States Olympic Committee have complied with this section since the enactment of the Amateur Sports Act and have asked the USOC for permission to use the Olympic designations. While the administrators of the Group E members have difficulty in raising funds, organizations that make illegal use of Olympic designations, such as Lifeguard Olympics, Senior Olympics, and Olympics of the Mind, have received substantial donations.

I believe that the proposed enforcement plan could increase the public's awareness of the use of Olympic designations and thereby assist the Group E members in obtaining contributions.

3. *The National Council on the Handicapped should ask the United States Congress to amend Title 5 of the United States Code to provide paid leave for a federal employee participating in certain athletic activities as an official representative of the United States.*

There is no established leave policy for federal employees who participate in Olympic-level games. Policies vary among federal agencies. For many years, the Defense Department has permitted military athletes time off to train in preparation for national and international competitions. Other agencies have not been as cooperative.

Growing numbers of companies in the private sector have allowed leave for employees who participate in Olympic Games. At least 10 states (Delaware, Florida, Iowa, Michigan, Minnesota, New Jersey, North Carolina, New York, Ohio, and Pennsylvania) have adopted similar legislation to cover state employees. In its final report, the President's Commission on Olympic Sports recommends that the athletes who are preparing for a major competition be allowed paid time off from federal jobs to train.

I believe that the federal government is the largest employer of disabled persons. Some top deaf athletes and sport leaders are federal civil service employees.

I was saddened when my teammates and team officials lost wages during our training programs. A restrictive leave policy also caused some promising young deaf leaders to discontinue serving with the American Athletic Association of the Deaf due to financial hardship. I feel that INSPIRE '85 Co-Director Dave Williamson might have some experiences in this situation.

With regard to this recommendation, the Council should review S.387 (96th Congress), the "Athletic Opportunities Assistance Act" and amendments to that bill proposed by Representative Gladys Noon Spellman. This legislation was passed in the Senate, but died in the House Subcommittee on Compensation and Employees Benefits due to the 1980 Olympic Boycott. Mrs. Spellman proposed this amendment at my request: "...the employee is preparing for or participating in -- (1) the Pan-American Games or Olympics, or (2) any international athletic competition which is sanctioned by the International Olympic Committee and which is limited to individuals who have a handicapping condition."

4. *The National Council on the Handicapped should ask the United States Congress to amend Title 10 of the United States Code to give the Secretary of Defense the authority to provide transportation of military aircraft or vessels to the Group E members of the United States Olympic Committee for the purposes of attending an international competition on foreign soil.*

The proposed legislation is identical to that now provided the Boy Scouts (10 United States Code 2544) and Girl Scouts (10 United States Code 2545) and would reimburse the Department of Defense for the actual cost of the transportation.

I recall that my 1977 USA-WGD team flew to Romania by a commercial airline while the Belgian team was flown by a military aircraft of the North Atlantic Treaty Organization (NATO) at no cost! (The NATO Headquarters are located in Brussels, Belgium.)

5. *The National Council on the Handicapped should, through a resolution, ask each of the 38 National Governing Bodies of the United States Olympic Committee to comply with the following resolution that was adopted by the USOC House of Delegates at its 1980 meeting: "...that the Handicapped in Sports Committee (now Committee on Sports for the Disabled) expects the representatives of each National Governing Body to automatically seek consultation, advice and recommendation for the intelligent modification of qualified athletes and/or experts to serve as members of their handicapped committee, should they establish such a committee."*

This resolution holds great promise for the Group E members, but has not been implemented by some of the USOC National Governing Bodies.

6. *The National Council on the Handicapped should, through a resolution, ask the National*

Federation of State High School Associations to modify the rules of eligibility and competition for disabled student athletes.

In numerous cases, including mine, disabled student athletes have been prevented from competing in high school athletics by eligibility rules that do not take into account their special circumstances.

I was ineligible to participate in sports competition during my senior year of high school because I was over age. My education had to be extended because of the special education courses for the deaf I had to take. Fortunately, my high school football coach understood the problems that application of the age limit caused for me and assigned me to assist in coaching freshman. Among them was a shy second-string quarterback with weak knees named Mike Schmidt. Perhaps you know who he is now--one of the finest third basemen and home-run sluggers in major league baseball history.

If the National Federation of State High School Associations would modify its rules, disabled athletes

could enjoy athletic competition throughout their high school years. I would like to note that the National Federation and its state associations are not affected by the Amateur Sports Act.

Let me close by quoting the Founder of the Modern Olympics, Baron de Coubertin: "The most important thing in the Olympic Games is not to win but to take part...."

Whatever the final details of the action you recommend, I am confident that the Council's cooperation with the Committee on Sports for the Disabled will result in the enrichment of amateur sports for disabled athletes.

Thank you for giving me this opportunity to present my recommendations.

*Mr. Gorrell is liaison for Governmental Affairs,
United States Committee, World Games for the Deaf.*

Jo Fenton Cultural Arts Panel

My name is Ms. Jo Fenton. I am the arts accessibility coordinator for the Empire State Institute for the Performing Arts (ESIPA) in Albany, New York. ESIPA at the Egg (the Performing Arts Center at the Empire State Plaza) houses two theaters, a resident company, and a 65-member staff. It operates on an annual budget of roughly \$2.5 million. The season includes seven major productions, new works, and a guest artist series all seen by some 60,000 patrons a year. The only theater in the country legislated to provide arts-in-education programs to the state's public and private schools, ESIPA integrates its productions with educational programs and curriculum materials for use by students and teachers.

The Arts Accessibility Program offers services to disabled persons who wish to attend performances and those in the disabled community who participate as employees and artists and in the educational studies at ESIPA. Individuals have the option of making their needs known directly through the Arts Accessibility Program by mail, telephone, or telecommunication device for the deaf (TDD/TTY) or through the ESIPA Box Office. Arts accessibility services, which ESIPA at the Egg offers, include seats with prime sight and sound, pre-attendance information, interpreters and an assistive listening device for the hearing-impaired, audio narrations, braille and large-print programs, and wheelchair escorts and seating.

Six years ago, however, the performances at the Egg were not accessible to me; neither were the events at other area theaters. I had lost my hearing and suddenly found myself a member of the disabled community. Along with sound, I lost privileges and opportunities many of us take for granted. I missed the theater and wanted it back in my life. Through my selfish efforts to convince someone to provide interpreted performances, I found a willing administrator at ESIPA. Patricia B. Snyder, producing director, afforded me the opportunity to start "a program."

Neither of us realized at that time that ESIPA would actually discover a new untapped audience, the disabled community, and would begin to guarantee all of its patrons a lifetime of access to the performing arts at the Egg. We quickly learned that there were many other groups of people who were unintentionally being excluded from participation in the arts experience: older Americans, the hard of hearing, the developmentally disabled, the visually impaired, and mobility impaired, to name a few.

Since its beginning in the spring of 1982, ESIPA's Arts Accessibility Program has served over 6,000 disabled persons with an annual operating budget of only \$3,500. According to a nationwide survey

conducted at the University of Maryland, ESIPA has been named as the most accessible theater program in the country.

Before you assume that we are the exception or that what evolved in Albany can't be duplicated elsewhere, let me suggest that there are several critical factors that contribute to a successful, cost-effective arts accessibility program.

1. *Consumer advocacy:* Disabled people make their needs known. It happened to be me in Albany. Surely other people and groups have approached cultural facilities about their needs in order to participate.

2. *Receptive atmosphere:* Receptivity can be characterized by one or all of the following: awareness of the needs and issues, an openness to possibilities, a sense of creativity, and a willingness to try something new.

3. *Reorganization and resource coordination:* Following an assessment of what already exists, it is important to make the most of what the facility already has to offer. Effective use of all resources is crucial--disabled persons as advisors, existing services, and laws and regulations.

4. *Audience development:* Offering services is not enough to guarantee a response. The potential audience must be informed of the services and may need to be persuaded that the arts experience is worth their time.

5. *Operations and management:* Access services cannot be considered as an afterthought. Commitment to creating an accessible program involves every aspect of an institution's operation, from telephones to tour guides, from actors to artwork. Access services should be included in the initial plan and retained as an integral component.

6. *Visibility:* Highly visible services provide the vehicle for the continued growth and expansion of the program.

7. *Ongoing consumer involvement:* Disabled persons are the evaluators of the adequacy of services. Disabled persons must be able to share in the responsibility of determining program needs and directions.

I can draw some conclusions based on audience comments about what it is that people take away

with them when they leave the theater. Some people have asked me why a deaf person attends a musical or what a person with mental retardation gets out of Shakespeare. I do know that more and more disabled persons are attending cultural events on a regular basis for whatever reasons. The point is that the option to participate in the arts exists at ESIPA and people are choosing to do so.

Present state and federal policies and legislation do not guarantee the same option for persons in all parts of the country. Although cultural programs receiving federal funding may not discriminate on the basis of disability, it is too often the case that violators lack the resources and/or expertise to correct and improve the situation. The experience of ESIPA is a case in point. Administrators at the Egg were attempting to address access issues well before the establishment of the Arts Accessibility Program because nondiscrimination was the law. But taking the first steps was not really possible until personnel were given specific information on what was needed and how to proceed.

I propose that regional clearinghouses be developed and maintained to provide cultural organizations with technical assistance, consultants, and access to a variety of resources and a network of successful accessible programs. The Arts Accessibility Program at ESIPA shares its knowledge and experience within the bounds of a limited staff's time and job responsibilities. Clearly, consumer advocates and receptive administrators need broader resources to turn to for direction, information, and assistance.

Historically, the focus of advocacy organizations has been getting access to housing, transportation, employment, and education. I recommend that national organizations encourage local and state advocacy

groups to refocus some of their efforts toward making the cultural arts widely accessible.

Traditionally, public and private funding sources for the arts have supported a variety of creative initiatives in such categories as dance, folk art, media, museums, theaters, and the visual arts. Little, if any, attention has been given to accessibility as a specific category or a dimension of these categories. I recommend that councils, endowments, foundations, and corporations that support the arts through funding redirect some of the monies to address special needs.

In the spring of 1986, Box Office Management Educational Corporation, ESIPA, and the New York State Office of the Advocate for the Disabled will co-sponsor a conference of accessibility for recreation, sports, and cultural arts facility management personnel. This regional conference will help create a receptive atmosphere, operational expertise, and a new awareness of audience potential. I recommend that similar efforts be undertaken in other regions of the country.

I came here today not as an expert in public policy or national programs but as a consumer who pushed on a "door" and found that it opened. Since that time, we at ESIPA have been able to keep that "door" open for those who wish to include the performing arts in their daily lives. My expectation of this forum is that it will enable people to open the "doors" for themselves.

Ms. Fenton is the Art Accessibility Coordinator at Empire Institute for Performing Arts in Albany, New York.

Tom Songster, Ph.D.
Fun/Fitness Sports Panel

Special Olympics is an international sports training and competition program open to mentally retarded individuals regardless of their abilities. Year-round sports training and athletic competition are provided in a variety of Olympic-type sports for all mentally retarded children and adults. There are continuing opportunities to develop physical fitness, demonstrate skills, and build friendships with their families, other Special Olympians, and the community.

Use of the name "Olympics" is both a high honor and a weighty responsibility. Special Olympics must preserve the "Olympics" quality of its games or lose the right to use this revered designation. Special Olympics seeks to uphold the spirit of sportsmanship and love of participation and incorporates pageantry and ritual in its presentations in order to lend significance to a varied sports program.

Since the inception of Special Olympics in 1968, competition in Special Olympics sports has been based on several important philosophical considerations. Nothing in the Official Special Olympics Sports Rules conflicts with these fundamental philosophical considerations.

The practice of grouping athletes for competition according to their abilities is fundamental and critical. Competition divisions are structured so that all athletes have a reasonable chance to win. In Special Olympics, the athlete is all important. Developing the physical, social, psychological, intellectual, and spiritual qualities of participants underlies everything.

It is not enough to introduce many different sports to Special Olympians. It is critical that parents and coaches make every possible effort to encourage and provide them with opportunities to reach their highest level of athletic achievement in a particular sport. Experiencing new and higher levels of athletic achievement requires a commitment from parents, coaches, and athletes. This commitment enhances the sense of reward athletes receive from participating.

Special Olympics Games should always be of high quality. Special Olympics athletes should expect to be treated in a truly Olympic manner by persons who respect their athletic achievements and their humanity.

To be eligible to participate in Special Olympics, a competitor must agree to observe and abide by the rules of Special Olympics, Inc. and adhere to the rules of the International Sports Federation.

Special Olympics was created and developed to give mentally retarded persons the opportunity to train and compete in sports activities. No person is, on

the grounds of sex, race, religion, color, or national origin, excluded from participation. Eligible participants have been determined to be mentally retarded according to local classification based upon assessment, evaluation, or diagnosis by the appropriate education agency, qualified physician, or psychologist. Participation in programs designed to meet the needs of mentally retarded persons would have been recommended. A mentally retarded person exhibits the following conditions relative to biological age and social culture. Intellectual functioning is significantly below average, and marked impairment exists in the ability to adapt to the demands of the society in which the person lives. It is now widely agreed that both intellectual functioning and adaptive behavior must be shown to be impaired as measured on objective criteria before a person can be identified as mentally retarded. Neither low intelligence nor impaired adaptive behavior alone is sufficient.

Some flexibility is left to local, area, chapter, or national Special Olympics organizations to determine the eligibility of the participants because of the variety of situations, needs, and definitions that exist in the many localities where Special Olympics programs have been and will be established. Children under eight may not participate in competitions. There is no upper age limit. Eligible persons who have multiple handicaps may participate in Special Olympics.

Special Olympics athletes may participate in other organized sports programs. However, sports governing bodies, athletic associations, leagues, and schools may have rules prohibiting athletes from participating in more than one sport or in more than one team per season. Coaches should encourage athletes to participate in regular sports programs, but they must be careful to protect their athletes' eligibility.

Special Olympics Games are conducted as Summer Special Olympics Games and Winter Special Olympics Games.

Summer sports may include aquatics (swimming and diving), athletics (track and field), basketball, bowling, gymnastics, soccer (football), softball, and volleyball. Winter sports may include alpine skiing, nordic skiing, figure skating, speed skating, floor hockey, and poly hockey.

When Special Olympics began, limited sports training opportunities existed for mentally retarded persons. Few coaches were willing to work in sports with the mentally retarded. As a result, when the first Special Olympics Games were held in Chicago, the Special Olympics athletes who participated were

not properly trained for athletic competition.

Today, however, because of the tremendous effort of thousands of volunteers, parents, coaches, special education teachers, recreation leaders, and friends, one million Special Olympics athletes receive some type of training before they enter competition. Many of these Special Olympics coaches were recruited and trained through a series of Special Olympics Training Schools conducted by nationally certified Chapter Program Directors. Certified Chapter Program Directors received their training and certification at the First Special Olympics National Training School conducted in Vermont in July of 1980. Because of the impact of the First National Special Olympics Training School, a second program was conducted in 1981 in Washington, D.C. Certification and training were provided for 25 new Special Olympics Program Directors and additional training and instruction for Program Directors were offered in the use of the "Special Olympics Training School Guide for Coaches, Event Directors and Officials." Program Directors also received specific training in the use of the management team concept for training Games Directors.

Volunteers are an integral part of the Special Olympics Program in training and competition. Recruiting is accomplished by visiting particular organizations and professional groups that can be directly helpful. For example, in organizing the sports competition areas, the officials of athletics or track and field and officials of basketball and bowling, among others, are the ones within the national governing bodies in the United States and abroad that can be of direct assistance and are knowledgeable about the sport. Almost all of these people, of course, are volunteers in their own right, and they just happen to be volunteers specifically for a sport and then join the Special Olympics.

Key volunteers from service clubs, high schools, colleges, and universities, as well as parents and family members, also become volunteers for Special Olympics programs. There is a place for volunteers at all levels. They represent more than 99 percent of the work force throughout the country and the world. Therefore, the Special Olympics volunteer program is a very important part of our organization.

To document the benefits of Special Olympics participation, Special Olympics, Inc. funded a three-year research project. The overall aims of the Texas Tech University project were to determine the physical, social, emotional, and psychological effects of

Special Olympics upon its mentally retarded participants; to determine the impact of Special Olympics upon participating communities; and to determine the effectiveness and quality of Special Olympics programs. Two communities were selected as test sites in Texas and New Mexico. In two communities a Special Olympics training program was begun. In the control communities, there was no Special Olympics.

The results of the study are interesting.

- In communities where Special Olympics programs had been established, mentally retarded youngsters participated in a greater variety of physical education activities.
- The children participating in Special Olympics improved significantly in their attitudes toward school, participation in physical education activities, and physical skills as rated by teachers.
- Students' physical fitness performance increased through participation in Special Olympics training. For example, they were able to do more sit-ups and throw a football further.
- Through their children's participation in Special Olympics, significant improvements were made in the parents' attitude and in the children's self-esteem.
- Members of the general public in communities having a Special Olympics program were more likely to know about Special Olympics and to have a number of positive attitudes toward retarded children and their potential.
- Newspapers in communities having a Special Olympics program had twice as many articles on Special Olympics and retardation in general than did newspapers in control communities.

Many programs require community support through donations of time and money. Community group homes require public acceptance. Therefore, any program having the potential to change attitudes paves the way for additional programs. Since Special Olympics appears to have this potential for positive attitudinal change, establishing a program should be considered a good first step in locations that do not have community programs for mentally retarded persons. Unlike some programs such as community homes, Special Olympics is not threatening to the public, and it educates the public about the capabilities of retarded persons to lead normal lives in the community.

Dr. Songster is representing Special Olympics.

Frank Caracciolo Fun/Fitness Sports Panel

The Recreation for Handicapped Individuals Program was initiated in Fiscal Year 1981 and has been funded for five years. In FY 1985 the program was funded by the Congress at \$2,100,000. Thirty projects were supported for one year. New projects will provide recreation services to about 16,000 handicapped individuals during the next year.

The Rehabilitation Services Administration officially recognized the role of recreation in rehabilitation through the Vocational Rehabilitation Act of 1965, which authorized training monies for personnel preparation programs in therapeutic recreation. Over the next several years, 10 colleges and universities were awarded funds to develop and implement master's level training programs in therapeutic recreation. This early rehabilitation legislation also authorized research related to recreation services for disabled populations. The initial efforts were a catalyst for the growth and development of recreation opportunities for disabled individuals.

The National Forum on Recreation and Handicapped Individuals was convened in 1974 by the President's Committee on Employment of the Handicapped and the National Recreation and Park Association to identify problems and issues involved in providing recreation and park services for disabled persons.

The 1977 National White House Conference on Handicapped Individuals (authorized in 1974) was the culmination of a series of state conferences held during 1976. Recreation and the leisure needs of disabled persons was one of the specific topics addressed by The White House Conference.

Several pieces of legislation also address recreation and disabled populations. With the 1973 Amendments, several new directions affecting recreation services were initiated. One (P.L. 93-112) of the most significant was changing the name of the law from "Vocational Rehabilitation Act" to the "Rehabilitation Act." The scope of rehabilitation was broadened from a focus on training people for employment to providing a broad range of services to enable people to have as full and complete a life as possible. The potential rehabilitation client group was expanded to include individuals other than those for whom employment is the primary goal.

The 1973 Rehabilitation Act and the programs it authorized expired in 1978 at the end of five years. New legislation (Rehabilitation Act Amendment of 1978, P.L. 95-602) was introduced to amend and extend the 1973 act. It expanded the scope of rehabilitation services and focused attention on the need for increased recreation services and opportunities for disabled persons. (The Rehabilitation

Amendments of 1984 extended Section 316, Recreation for Handicapped Individuals, for three years through FY 1986.)

P.L. 95-602 incorporated both the intent and the language of the Senate Bill as there are now two special projects sections specifically identifying recreation projects. Section 311 of Title III, Part B (Special Projects and Supplemental Services), authorizes grants to public and non-profit agencies for special projects, demonstrations, and evaluations in three areas, one of which is "programs and facilities which demonstrate fully accessible recreation facilities." This was funded only in FY 1981.

The 1978 Amendment also authorized a program of projects for initiating special recreation programs for handicapped individuals under Title III, Section 316. Twenty-five one-year projects were funded in FY 1981, in the amount of \$2 million. In FY 1982 \$1,884,000 was used to fund 23 projects. In FY 1983 \$2 million was used to fund 27 projects; \$2 million was available in FY 1984, and \$2,100,000 was available in FY 1985 to fund 30 projects.

The RSA Recreation for Handicapped Individuals Program provides recreation services for handicapped individuals, particularly those who might be eligible for state rehabilitation services. Section 316 of P.L. 95-602 states that:

The Commissioner (RSA), subject to the provisions of Sec. 306, shall make grants to State and public non-profit agencies and organizations, for paying part or all of the cost of the initiation of recreation programs to provide handicapped individuals with recreation activities to aid in the mobility and socialization of such individuals. The activities authorized under this section may include, but are not limited to, scouting and camping, sports, music, dancing, handicrafts, art, homemaking, etc.

A wide variety of recreation activities are provided through funded projects: outdoor activities, competitive and quiet sports, crafts, arts, cultural events, therapeutic and physical activities, camping, horseback riding, rafting, music, dance, drama, aquatic activities, field trips, and wheelchair sports. Approximately 16,000 handicapped individuals are served each year. In FY 1985 we received 207 applications and funded 30 projects.

The Rehabilitation Services Administration is concerned with several issues in the area of recreation for the handicapped. There is a need to increase recreation facilities and services for the handicapped. How can awareness be increased on the part of

rehabilitation professionals and the general public of this need? More appropriate accessibility standards are needed for parks and recreation areas. Better transportation is also needed to get to the areas. To what extent and how can disabled persons be integrated more effectively into regular recreation programs? Consumer participation in the planning and design of recreation opportunities for handicapped persons is essential at all levels.

Recreation and rehabilitation professionals operate on the premises that there is therapeutic value to

participating in recreation activities and that these activities are an essential element of a balanced lifestyle. That these assumptions have not been proved to the satisfaction of policymakers and budget planners is probably a major reason why so little financial and other support is provided for recreation in rehabilitation settings. How can such support be increased?

Mr. Caracciolo is representing the Rehabilitation Services Administration.

Steven L. Mason Employment Panel

I want to outline the employment needs of mentally retarded people and how employment in recreation can help meet those needs. These observations may have significance at both state and national levels.

Three predominant facts illustrate the purpose of bringing an organization like Special Olympics together with other agencies to help solve important employment problems for mentally retarded and developmentally disabled persons.

Fact #1: It has been reported that 1.5 million school-age children participating in public and private special education programs are defined as mentally retarded and developmentally disabled according to accepted criteria.

Fact #2: Approximately 1 million mentally retarded persons participate in Special Olympics programs in 50 states and the District of Columbia. Special Olympics is working with public and private special education programs and with various residential services to provide sports and recreation services to this population.

Fact #3: Each year approximately 100,000 mentally retarded and developmentally disabled persons between the ages of 16 and 21 reach the transition period from special education to vocational training and employment. Many of them have been involved on an extended basis in leisure skill, recreation, and athletic training with Special Olympics.

Education Department Assistant Secretary Madeleine Will has expressed concern that youth be provided an opportunity to make the shift from school to work. Will is concerned about the "bleak employment prospects" that face the approximately 20,000 to 30,000 severely handicapped students who leave public special education programs each year. She would like to provide employment initiatives designed to move severely handicapped persons out of sheltered workshop and adult day-care programs and into competitive jobs in the community.

The value of special and vocational education is unquestionable. Unfortunately, statistics have shown that a disproportionately high number of developmentally disabled persons either go into sheltered workshops, are supported through some type of public assistance, or remain at home or in institutions due to lack of supportive vocational training and employment opportunities.

Statistics reveal that only 20 percent of mentally retarded and developmentally disabled persons are employed during a typical year, compared with 75 percent of all nondisabled adults. The average weekly wage for employed mentally retarded and developmentally disabled males is 22 to 26 percent lower

than that for their nondisabled counter-parts. These differences become even more dramatic during periods of economic crisis, such as high unemployment and inflation.

Mentally retarded and developmentally disabled persons constitute 60 percent of all persons in sheltered workshops. According to a recent Department of Labor study, the vast majority of work activity centers' clients are mentally retarded; they earn on the average of 35 cents an hour.

Department of Labor reports have indicated that these sheltered programs are heavily subsidized by federal, state, and private agencies. The same studies document that segregated sheltered work programs are stagnant situations that do not move the disabled person into unsubsidized employment. Without regular unsubsidized employment, mentally retarded and developmentally disabled adults represent a costly burden to society.

A program of employment in leisure and recreation occupations for mentally retarded and developmentally disabled persons in leisure and recreation occupations is desirable because mentally retarded and developmentally disabled adults are "growing out" from the mainstream of federal- and state-supported programs. Also, numerous volunteer organizations that serve handicapped citizens can capitalize on a growing number of leisure and recreation occupations.

A more graphic presentation of the potentials for employment in leisure and recreation occupations can be found in a report from Discover America Travel Organizations, Inc.:

- Tourism ranks among the top three income producers in a majority of states.
- A large percentage of the nation's retail businesses are tourism oriented.
- The income from the leisure and recreation industry has increased in the last five years from \$250 billion to \$400 billion.

A 10 percent annual growth in leisure industries has been occurring despite higher costs, unemployment, and a high inflation rate. Other industries have gained at a rate of 5 percent.

Community recreation and park services have also flourished in the past several years. The number of community tennis courts, baseball diamonds, and various athletic fields has increased by over a third. Golf courses and outdoor swimming facilities have doubled. Recreation buildings have nearly tripled, and indoor recreation centers have increased four-fold.

As the leisure movement continues to grow and as more services are needed, more personnel will also be

required. The employment of recreation workers is expected to rise faster than the average employment for all other occupations through the late 1980s.

Public pressure for recreation areas will certainly result in the creation of many new parks, playgrounds, and national forests. Also, as added attention is paid to physical fitness by government, educators, and others, there will be a marked rise in public and industrial recreation programs. Longer life and earlier retirement will, in turn, add to the demand for recreation programs by retired persons. All of these factors will increase the need for recreation workers and stimulate growth in this field.

There is indication that jobs within the recreation field will increase by nearly 80 percent between 1980 and 1990, which makes the job outlook excellent for mentally retarded and developmentally disabled people seeking careers in leisure and recreation. Phenomenal growth in the recreation, hospitality, and tourism industries could make it the fastest growing area of the decade.

Special Olympics has for the past 10 years grown at an equally impressive rate. Special Olympics has

cooperative arrangements with public and private special education programs, universities, private voluntary agencies, and parents. All are concerned with the young adult mentally retarded and developmentally disabled person making the transition from special education to life-long employment. Special Olympics training and experience have provided mentally retarded and developmentally disabled persons with an awareness of recreation and sports activities that has given them a more positive attitude toward their abilities and their place in society.

A program to employ mentally retarded and developmentally disabled persons in the leisure and recreation field could activate the volunteer movement and blend the Special Olympics program network with a model demonstration effort to help solve the employment problem.

Mr. Mason is representing the District of Columbia Special Olympics program.

Marilyn Hamilton Employment Panel

Why me? How many of you have asked yourself that question? For 29 years I had carried on quite an active lifestyle. Then one summer day in 1979, I found myself lying on the side of a mountain after a hang-gliding accident, paralyzed from the waist down. I knew I was a very lucky young lady to even be alive. I also knew this new style of living wasn't the way I had planned to live my life. I had always thrived on adventure. Would I now have to settle for being a spectator? Was my active life over? With plenty of time to think, I realized that nothing is absolute, and the only thing I could really plan on was change.

The accident was definitely a big event in my life, but it was not the sum total of my life. I was determined to maintain just as active a lifestyle, but I had to learn to do things in a different way. The first time I had to sit in a snow-bound cabin in Mammoth Mountain, California while my friends were out skiing in the fresh air and pine trees, I knew this was not acceptable. Somehow I had to be out there with them. The following season I entered into a program that taught me how to "sit-ski" in a fiberglass sled-type device using short poles. I couldn't stop smiling (or skiing) and by the end of the season I had won the national disabled ski championships in slalom, giant slalom, and downhill at Winterpark, Colorado. I maintained this title for the next three years, and I was member of the U.S. disabled ski team competing in Switzerland in 1982, winning the Silver Medal in luge competition.

Fortunately, I had a generous dose of encouragement to keep me moving forward after my accident. It takes the support from others to help us succeed, a phone call on an off day, a big smile, or a stiff kick in the pants. They all helped! It took a lot of people and a lot of warmth. But it kept me going, kept me doing, and kept me inspired.

My biggest inspiration came from Uncle Bill, the most dynamic person I have ever known. His spirit motivated him, after becoming a quadriplegic in his teens, to become a very successful yet sensitive businessman and lawyer. What a perfect role model! Through Uncle Bill's direction I took on new challenges. I became a produce broker with the family business, selling fruit throughout the world. I loved this new experience but I found myself dreaming about other desires. Becoming physically active once again became a dominant dream. Little did I realize this dream would become a golden opportunity for a new company. It is called Motion Designs; we manufacture Quicke Wheelchairs.

It started with tennis and my need for increased mobility on the court. I was totally frustrated and stifled with my conventional dinosaur wheelchair. Two genius friends of mine were starting to manufacture hang gliders. Could they build a better, lighter, stronger, quicker wheelchair using hang-glider technology? Anticipation grew. The day finally arrived...my dream come true...and our first Quicke Wheelchair was born.

I benefitted from the chair by becoming the Women's National Wheelchair Tennis Champion in 1982 and 1983. In the past few years our chairs have changed the entire industry. Thousands of disabled people are now enjoying new freedoms simply because we believe in potential, not limits.

We were the first company to introduce an innovative, custom, lightweight, high-performance folding wheelchair. We began in a backyard garage, and within five years we have grown to become a multi-million dollar manufacturer now occupying over 50,000 square feet with another 50,000 under construction in Fresno, California. Our chairs are sold all over the world. In 1984 we won California and Western United States Small Business of the Year Awards and have been honored at the White House by President Reagan.

A key to our business success has been recognizing and pooling our individual strengths and hiring winners for our areas of inexperience. Using our energetic talents, we all became committed to our dream of filling the void of a 30-year-old stagnant industry with high performance Quicke Wheelchairs. Today we are nationally and internationally recognized as the leader in our industry. Quicke Wheelchairs are second to none.

Our business success seems remarkable when we look back on the last five years, but even in therapy I remember that my progress was always a series of little steps. It never seemed like much until I could look back at where I had been. I seem to always want things to be better...this is my driving force. I am thankful for all those small steps of progress.

So, let's look at the steps along the way that we all have experienced. From why me? to O.K. let's look at the options, and how do we turn these obstacles into opportunities?

Nothing about my story is radically different from any other so-called success story. Overcoming any obstacles requires awareness, acceptance, integration, and finally independence (or victory).

Awareness: My perception of my disability was a key--as is the perception of your disability--and don't we all have them, visible or not visible? Society's

perception of all individuals with disabilities is the master key. Education, role models, media treatment, and achievement all play parts in heightening the awareness. How you perceive yourself--as a "gimp" or as a "productive member of society"--is the cornerstone of your employability.

Acceptance: Through my awareness and your awareness we can accept ourselves for who we are--individuals, people with good, and perhaps not-so-good, qualities, who happen to have a disability. I can't get up and walk so I can accept the fact that I'll never be a professional tapdancer. When we can accept what we physically cannot do, we can focus on what we can do! I can still dance, I can still race, I can still compete. And knowing this I can participate. And participation breeds confidence.

You'll remember that in school, sports, activities, and interaction with others helped us gain confidence. Well, getting out and competing in disabled sports programs, or getting involved in civic or volunteer efforts, or just getting to know and interact with people generally will do much to boost your confidence as well as letting others get past your disability and accept you and your ability.

Integration: Through my awareness and my acceptance, I could focus on how to create opportunities for myself. I compete against other wheelchair manufacturers based on my abilities--not my disabilities. But I always intended to be the best person I could be, long before my accident. People often credit me with all sorts of extraordinary abilities. It's all nonsense. The only difference between me and most other people is that I've been given a challenge people can see. I sit in a wheelchair. So let's turn the minus sign into a plus sign! Let's use the visibility to its advantage. For one thing, I am more aware and sensitive to the adjustments and comforts a wheelchair needs than someone walking around. For another, it tells a great story. The story of a teacher making wheelchairs doesn't exactly strike any media chords; but let her break her back in a hang-gliding accident and land in a dinosaur wheelchair that wasn't acceptable so she inspires two friends to make a lightweight sexy wheelchair for her and...wham-o "that's incredible!! It's the old "fall-out-of-the-sky to the sky's-the-limit" American dream story!!

Obstacles Into Opportunities: With your awareness and acceptance, you can focus on your strengths, your abilities, and your dreams and integrate them to create or find your opportunity.

Independence: The end result of the awareness, acceptance, and integration of our disabilities and abilities is *independence*. As we are able to change our attitudes and perceptions of ourselves and thus employers' attitudes and perceptions, we will take our rightful place as producing, independent members of society. Independence is the goal. No one wants--or needs--handouts based on pity.

Now, I want to share with you some personal pearls of wisdom that have sustained me through some rough times. Pearls that I hope might help you as well.

Responsibility: You must desire to achieve the most with your life that you possibly can. When adversity faces you, you have a responsibility not to quit. This desire builds character.

Challenge Your Ability: Challenge yourself to go after your dreams. Don't compare yourself with anyone else because this comparison forces you to work to the limits of someone else instead of your own. Focus your attention only on those things you have control over, instead of wasting energy on things which you cannot influence or change.

Commitment: In order to achieve your goals you must commit yourself to do whatever it takes to get the job done. Prepare yourself both physically and mentally to visualize and push forward in that commitment no matter what.

Perspective: Soar through life's problems. Always look for the "good" in every difficult experience. Have faith even in the toughest times that you can achieve your goals. Remember, most negative thinking contains gross distortions.

Giving and Receiving: "Giving" sometimes is easier especially if you are a giving person. Learning how to "receive" also is tough but necessary to achieve balance in your life. Drawing on the support of family and friends is vital in times of need; giving it back in their times of need completes the circle.

Weathering the Storm: On a calm day every ship has a good captain!

Finally, there are a wealth of resources available for you. I highly recommend Earl Nightengale's series of tapes and books; Napoleon Hill's classic *Think and Grow Rich*; and any of the great books or tapes on time management.

Someday we will see a world that is barrier-free and free from any kind of discrimination based on disability. Conferences such as INSPIRE '85 are helping to ensure it. This is indeed a cause whose time has come. Someday we won't have to be "better" to be equal. But the best will still have to be better than the rest. The opportunity to pioneer is now. It's an exciting time to be alive and the best time ever to be disabled (if there is such a thing). Instead of complaining about how bad things are, let's pledge to seize the opportunities and focus on how good things are and will continue to be.

Thank you very much.

Ms. Hamilton is with Motion Design of Fresno, California.

John G. Dickason, Ph. D. Employment Panel

I have been invited to participate in this conference to represent the National Therapeutic Recreation Society (NTRS), a professional branch of the National Recreation and Park Association (NRPA). The primary concern of NTRS is to advocate that quality recreation services be available to disabled persons and that service delivery be made by qualified personnel. With cutbacks in the health care funding, we are trying to secure the best means possible for maintaining quality in therapeutic recreation programs.

Consequently, NTRS has not given direct attention to the employment of disabled individuals within the profession or in other fields. However, that does not imply that we are not sensitive to employment issues. Labor history clearly shows that increased productivity due to automation has enabled employers to pay more and more for less and less work. We see that rather than have more money, workers opt for more time away from the work environment (Hunnicut, 1981). We see in 1900 that it was the elite who had leisure (because they owned the means of production); the masses were employed. By the year 2000, we will see the elite working (again, because they own the means of production), and the masses will have leisure. The 16 hour workday of 1900 has been reduced to a 6 or 7 hour workday today. In the next 15 years, the workday will be reduced to four to five hours, and eventually the nil-hour day will arrive (Evans, 1979).

Computers now manage about one-third of the workload that used to be done by employees. The length of employment has dwindled: people are starting work at an older age and are leaving the work force at an earlier age. At one time it was morally wrong not to work; those who were unproductive were considered a burden to the rest. That seems to be changing as people speak about putting in their time so that they can be free to do as they wish.

The problem arising from the reduction of employment is learning how to cope with the psychological transition from a work ethic to a leisure ethic. However, we are not prepared for the transition as we should be (Neulinger, 1981).

Coping with this transition still remains a problem. How can we understand the problem and eliminate it? Would helping the disabled population secure employment make it easier? I think not. I believe we need to demythologize the work ethic and dispel the notion of employment as a status index. We all maintain the presupposition that employment fosters dignity that any job is better than none. To illustrate this point, ask someone what he or she does.

The general response is a vocation, a source of income, rather than a source of fulfillment. In our age where people change careers three and four times, it is rare that employment and fulfillment are synonymous.

Where does fulfillment come from? Jay Rochlin (Rochlin, 1985) presents four human needs: love, respect, meaning, and fun. I ask you to question your own existence for a moment. In what area of your daily activities do these four needs get met or have the potential of being met? Is it in your work? I happen to believe that it is during our leisure that these needs are most apt to be met. It is what determines our character and the character of our culture (Pieper, 1965).

If this be true, why are we seeking employment opportunities for people with disabilities? Opportunities for what? What is it that we are advocating? What are the disabled advocating for themselves? We all cling to the notion that employment is a right--for the able-bodied and disabled alike. That notion has served this country well. However, in a highly micro-technical world it is meaningless. I suggest that we stop looking to employment for our identity and acquire a new sense about the significance of leisure. Leisure has the potential to provide a higher level of satisfaction than one might find in employment. Once we can demythologize the work ethic and put a greater value on leisure, we will gain a different perspective on how we meet basic human needs.

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Conclusions

International Forum on Sports, Recreation and Cultural Arts with Disabled People:

A Summary

David C. Park

I wish to express my personal thanks and appreciation to several individuals and groups for their contributions to this forum. Thanks go to the President's Committee on Employment of the Handicapped for its support and to the staff of INSPIRE '85 for making it happen. Thanks also should go to our speakers and presenters. The message that sports, recreation, and cultural activities are vitally important to the lives of disabled people has been eloquently communicated here.

I particularly appreciated the support provided by Congressman Cohelo, Secretary Heckler, Lex Frieden, Senator Dole, and Teddy Kennedy, Jr. The National Council on the Handicapped and the Architectural and Transportation Barriers Compliance Board have been supportive and have made a significant contribution by convening the National Hearing. Their presence during the two days of discussions clearly demonstrates their interest in what we have to say. I think that one primary goal of this forum--to make a clear statement of the importance of recreation, sports, and cultural arts--has already been achieved.

Finally, I want to thank all of you, the delegates and participants, for your involvement, enthusiasm, and obvious dedication. Secretary Heckler stated that she perceived a sense of purpose and a sense of urgency about our mission here. I believe that all of you enabled such a clear message to be communicated.

My role is to summarize what has occurred at the forum and to attempt to make some sense of the past two days. That is not an easy task! We have convened a multifaceted meeting with emphasis on five areas, each of which includes different issues and challenges. To do justice to the discussions that have taken place in all five areas would be impossible in the time we have available. Fortunately, we will be developing a proceedings.

What I would like to do is to give you a brief background of how this forum came about, and in that context, to draw a few conclusions about the status of sports, recreation, and cultural arts participation by disabled people in our nation today.

This international forum actually got its start over 10 years ago. In 1973 the President's Committee on Employment of the Handicapped and the National Recreation and Park Association convened the first National Forum on Recreation and Disabled Persons. Few public recreation agencies were actively involved in providing services to disabled groups. The intent of that 1973 meeting was to enable recreation professionals and disabled persons to discuss problems and

issues and make recommendations about how things could be improved and expanded. At that initial forum, 12 issues were identified and a publication was produced.

The forum we are attending was conceived to be a 10-year follow-up. We wanted to look at the same issues to evaluate how much progress has been made and to see if the problems and issues have changed. To a very large degree, we have been able to do so. I would like to make two general comments about the two forums and then to discuss some of the specific issues.

First, I think that the composition of this forum demonstrates that progress has been made. In 1973 approximately 100 participants were equally divided between recreation professionals and disabled persons. The sole focus was on the delivery of recreation services, particularly those services provided by public recreation agencies.

This week we have had over 300 participants, and the focus has been on recreation, sports, cultural arts, and employment. This broadened perspective illustrates that leisure participation is important to disabled people and that any discussion of leisure must include all four areas. The fact that representatives from all four sectors have been involved in the planning and have participated is significant. In the past, these four service components have been kept to themselves; there has been little articulation. Our cooperation here is a sign of progress.

Second, mention should be made about consumer involvement. As the forum has evolved, many disabled people have taken substantive roles. In 1973 many disabled persons were present, but very few of them worked in the recreation and leisure service profession and therefore were involved only as consumers of services. This week, we have seen people who are professionally trained experts in their field who also happen to have a disability. Those of us who have been involved in forum planning know that this has been a sensitive issue, and I don't want to imply that all is as it should be. We do have a long way to go to ensure that disabled people are adequately involved in planning and implementation of leisure services, but I think progress is definitely being made.

One way to summarize the results of this forum is to look at the issues discussed in 1973 and contrast the discussion that took place then with this week's discussion. As mentioned, 12 issues were identified in 1973 and most of them were also addressed at this meeting. I would like to discuss five of them.

One very important issue in 1973 was architectural barriers. Very few public recreation areas, such as community centers, theaters, museums, picnic areas, campgrounds, and ball fields, were accessible to disabled persons. Strong recommendations were made to make architectural modifications to improve access. This week, we heard about architectural barriers, but not quite in the same way.

Since 1973 the Architectural Barriers Act has had an impact, and most new construction and alterations do provide increased accessibility. A number of recreation agencies at the national, state, and local levels have also begun to modify facilities. However, it was mentioned by both recreation and cultural arts groups that many facilities are still inaccessible to disabled people. The recreation group emphasized the need for clear guidelines and standards for the design of recreation facilities and greater enforcement.

A second important issue discussed in 1973 was the impact of federal legislation on the delivery of leisure services. At that time, the Architectural Barriers Act had existed for five years, but its impact had been minimal. It had been so minimal, in fact, that in the spring of that year, Congress created the Architectural and Transportation Barriers Compliance Board to enforce compliance. Likewise, Section 504 of the Rehabilitation Act had just been passed by Congress and no one knew what impact it would have in general, much less what impact it would have on sports, recreation, and cultural arts.

This week both of these laws were discussed at length. Clearly, the Architectural Barriers Act has had an impact, but it needs more enforcement and refinement as it is applied to the area of leisure services. Section 504 has had a major impact on health and education, but it is only beginning to be felt in the area of sports, recreation, and cultural arts.

The National Endowment for the Arts had taken a leadership role in promoting the intent of 504 in the area of cultural arts with some significant positive results. Other community recreation agencies and we in the National Park Service have made significant attempts to promote program and physical access. Yet progress is very slow. It is my sense that disabled people in general do not fully understand Section 504. I know that the National Park Service has received only a handful of official complaints charging violations of Section 504. Unfortunately, this is sometimes misconstrued to mean that disabled people are not interested in our program.

The primary conclusion I heard this week is that we probably don't need new laws. We do need to do a better job of interpreting and enforcing the ones we have. The representative from Senator Hatch's office told us that there would be oversight hearings on the Rehabilitation Act this spring and wanted to know if there was any way that the act could better support the delivery of recreation and leisure opportunities.

Those of us who are advocates need to be more diligent and better skilled in sharing our thoughts and ideas.

A third issue discussed in 1973 was funding for leisure activities for disabled persons. This was still an important issue this week and to some degree is related to the two laws just discussed. Both the Architectural Barriers Act and Section 504 require that programs and facilities be accessible, but neither provides funding for their implementation. It is clear that there are cost-effective ways to improve accessibility and that lack of funds is not a sufficient reason to deny a basic civil right.

Nevertheless, programs and services do cost money. In 1973 the recommendation was that the federal government allocate funds. In 1977 at the White House Conference on Handicapped Individuals, the federal representatives were saying that state and local governments had to take more of the burden. Currently, we are hearing a lot about the role of the private sector in providing more human services. This week, the discussion was on how we divide the responsibility among the private sector, state and local government, and the federal government.

This is a very difficult question, but it is clear that there must be a partnership and that the federal government cannot abdicate its responsibility. To achieve that balance is, I believe, one of the most difficult challenges we face now and in the future.

The fourth major issue discussed in 1973 was attitudes. It was still a major issue discussed this week. Congressman Cohelo spoke eloquently about this issue when he stated that although his disability did not change how he felt about himself, it did change how society felt about him. He further stated that society's attitude did result in his beginning to doubt his self-worth. Others spoke of some of the positive depictions of disabled people in the media. Still others commented on the presence of more role models in society and how society's perception is changing.

I believe that change is occurring, but I also get very frustrated over instances that happen every day that emphasize how much we have yet to accomplish. I know that as we conduct inservice training for our personnel in the National Park Service, the single most important issue we face is changing the misconceptions and stereotypes about what disabled people are capable of and interested in doing. The fact is that most individuals in policy-making positions grew up in an era when they did not have the opportunity to interact with and get to know disabled people. We hope that our new education, rehabilitation, and civil rights laws will change this and that future generations will find that attitude change comes much more easily.

Segregated programs versus integrated ones was also discussed in 1973 and at this forum. Most recreation and park agencies attempting to provide

services were primarily developing special or separate facilities and programs. The concepts of "mainstreaming" and "least restrictive environment" were emerging. They were beginning to be discussed within the leisure services field. The 1973 forum strongly endorsed the concept of mainstreaming and discouraged the development of special facilities and programs except as a part of a developmental approach.

This week, we heard much discussion about the need for integrated programs, and many fine examples were described. Yet, it was also emphasized that many "special" programs still exist and that resistance to change is found not only in some professional groups, but also in society in general. A case in point is the difficulty experienced by groups attempting to establish halfway houses in residential communities as part of the rehabilitation plan for disabled people. The message communicated is that mainstreaming is a wonderful concept as long as it happens in someone else's neighborhood. Clearly

this opinion relates to the issue of attitudes, but it also illustrates that much more progress needs to occur.

Many more points could be made. I am very encouraged by what I experienced this week and am excited about the new leadership I see emerging represented by the delegates this week. I am also encouraged by the support provided by the President's Committee, the National Council on the Handicapped, and the Architectural Barriers Compliance Board for the area of sports, recreation, and leisure services for disabled persons. With improved communications among ourselves and with our continued commitment, we can continue the progress we have made and accomplish our goal of expanded opportunities in sports, recreation, and cultural activities for disabled persons.

Mr. Park is Chief, Special Programs and Populations Branch of the National Park Service.

INTERNATIONAL FORUM ON LEISURE, SPORTS, CULTURAL ARTS AND EMPLOYMENT FOR PERSONS WITH DISABILITIES

FORUM RECOMMENDATIONS

Edited by
William A. Hillman, Jr.

In the past three decades, numerous studies, conferences, institutes, and hearings have produced a large body of recommendations in areas related to the provision of leisure, sports and cultural arts for persons with disabilities. These recommendations have focused on important issues affecting individuals with disabilities--including accessibility of facilities, accessibility of programs, compliance, consumer involvement, training, research, technical assistance, employment and transportation. A close review of the response to recommendations found in the proceedings of such distinguished meetings as the 1974 National Forum on Recreation and Handicapped People, published by the President's Committee on Employment of the Handicapped and the National Recreation and Park Association; the 1976 Access to Recreation, published by the Architectural Transportation Barriers Compliance Board; the 1977 White House Conference on Handicapped Individuals and the 1978 Humanism and the Arts in Special Education meeting reveals only sporadic success in advancing programs and services affecting the quality of life of Americans with disabilities.

INSPIRE '85 hopes to change this trend of limited response to substantive statements by both the consumer who is disabled and professional providers of services. These recommendations made to the National Council on the Handicapped (NCH) represent not only the views of 350 national and international delegates at the 1985 Forum but also reflect statements made by consumers over the past three decades. The National Council on the Handicapped is urged to consider these recommendations in future legislative proposals submitted to the President and Congress and is urged to advance these recommendations with other organizations which have policy setting powers.

The following abbreviated recommendations have evolved from five (5) panel discussions as well as ideas contributed by international delegates. They provide the foundation for collective actions to ensure that national attention is focused on these unmet needs.

RECREATION AND LEISURE

Issue	Recommendations
Program Accessibility	Community recreation and leisure programs and facilities should be totally available to persons with disabilities on equal terms with nondisabled participants.
Compliance	In community settings the right to equal opportunity to participate in recreation programs needs to be protected by enforcement of appropriate legislation such as Section 504 of the 1973 Rehabilitation Act and PL 94-142.
Consumer Involvement	Individuals with disabilities should be involved at all levels of programming and leadership in the provision of recreation and leisure services.
Training and Employment	Young adults with disabilities should be encouraged to enter professional leadership training programs in recreation and leisure services. Affirmative action programs should be used to advance employment opportunities.
Technical Assistance	Resource materials, guidelines and training support related to the needs of participants with disabilities should be provided to all public and private agencies conducting recreation programs.

Research	A research priority on recreation and leisure for individuals with disabilities needs to be established in all appropriate federal agencies.
Integration	Studies and program support services need to be substantially increased by all appropriate federal agencies. They should encourage fully integrated activities in all recreation programming.
Transportation	Efforts must continue to ensure that discrimination against people with disabilities is eliminated in all modes of transportation.
Funding	Existing federal programs for recreation for persons with disabilities in Section 316, Rehabilitation Act, Personnel Preparation and Research and PL 94-142, should receive stronger administrative and congressional support.

COMPETITIVE SPORTS

Issues	Recommendations
Funding	<p>The U.S. Olympic Committee Bylaws should be amended to enable Group E members to be eligible for USOC development funds.</p> <p>Appropriate Federal agencies should be encouraged to support international championship competition.</p>
Employment	Disabled athletes should be granted eligibility to participate in the USOC Job Opportunities Programs.
Integration	The national championships of Group E members should be recognized as co-equal to NCB national championships. Games should be held together at a common time and place.
Communication	A meeting of all national sports organizations for persons with disabilities should be convened to analyze the premises for Group E membership in the USOC and COSD. This review should examine the basis for organizing sports programs--by sport or disability.

SPORTS, FUN AND FITNESS

Issues	Recommendations
Program Development	A federal office of health, sport, and recreation should be created within an appropriate federal agency to facilitate education, public information, networking and clearinghouse activity concerned with recreation for persons who have disabilities.
Research	The National Council on the Handicapped should recommend that the National Institute on Disability and Rehabilitation Research support appropriate studies and research concerned with the benefits of recreation for disabled populations.

Education

The office of Special Education should require state departments for education to monitor closely physical education programs for students with disability.

Communications

National and international communications should be provided for the exchange of information about health, sports and recreation to assure appropriate participation by recognized groups in forums and meetings similar to INSPIRE '85.

CULTURAL ARTS

Issues

Recommendations

Programming

A national advocacy network should be established to act as a clearinghouse for a broad range of information on cultural arts for persons with disabilities.

All public school curricula should be encouraged and supported in the provision of integrated cultural arts programs.

Communications

Specialized meetings should be held for various arts interest groups under the auspices of the appropriate federal agencies.

Encouragement should be given to ensure the participation of media personnel in the promotion of arts activities for persons with disabilities.

Education

Comprehensive personnel development plans for individuals who are disabled should be established in cultural arts rehabilitation training.

Professional preparation in cultural arts should be included in the curricula for all trainees preparing for careers in special education and rehabilitation.

Teachers in the cultural arts should have appropriate exposure to the role of the arts in special education and rehabilitation.

Forums and conferences related to cultural arts for disabled persons should have consistent encouragement and support from all levels of government and the private sectors (i.e. Very Special Arts/USA, INSPIRE).

EMPLOYMENT

Issues

Recommendations

Federal Action

The President and Congress should commission a study of federal employment practice related to disabled persons. The study should include job registration and civil service (OPM) procedures.

Research

Appropriate federal agencies (i.e. Department of Education and Department of Health and Human Services) should support studies related to:

1. Model development of projects expanding job opportunities for persons with disabilities.
2. Surveys to establish the level of private sector leisure service industries involvement with disabled people in the employment arena.

Education

Career education opportunities for disabled youth should be encouraged and supported by appropriate federal, state and local agencies in the areas of recreation, cultural arts and physical education.

Communities

A systematic approach on information regarding employment for disabled individuals should be established and supported by the appropriate federal agencies.

INTERNATIONAL ACTIVITIES

Issues

Recommendations

Communication

During the International Decade of Disabled Persons efforts should be devoted to sharing expertise and other resources with developing and developed countries.

Programming

Partnerships should be formed between programs for persons with disabilities throughout the international community.

Funding

The private sector should be encouraged to participate with all levels of government in supporting international efforts of the disabled community.

ACCESS

Issues

Recommendations

Standards

Universal design standards should be established for access to and use of recreation and leisure facilities.

Civil Rights Compliance

The appropriate federal agency should review standards now established for facility and program accessibility and assure that they are being implemented.

Program

The President's Commission on American Outdoors should consider specifically the rights of disabled individuals in the use of outdoor recreation facilities and programs.

Appendix

This material has been excerpted from the 1978 Nationwide Outdoor Recreation Plan, Task Force Report: Recreation Needs of the Handicapped, sponsored by the U.S. Department of the Interior: Heritage, Conservation and Recreation Service

Appendix A

Nationwide Outdoor Recreation Plan Handicapped Task Force

Issues and Recommendations

Introduction

Only in the last four years has significant analysis been done to identify important issues regarding recreation accessibility for the handicapped. Three major projects have explored the issues covering recreation for handicapped persons. Each has attempted to devise recommendations for action. These three national level projects were:

- National Forum: The President's Committee on Employment of the Handicapped/National Recreation and Park Association
- The Architectural and Transportation Barriers Compliance Board National Hearing on Recreation
- The White House Conference on Handicapped Individuals

Each of these projects solicited information from recreation specialists, therapeutic recreation specialists, handicapped consumers, and rehabilitation professionals. Each project also attempted to outline important issues and to develop specific recommendations for action.

For the purposes of this report the proceedings of the above cited projects were analyzed. Then, a brief summary of the identified issues was developed to solicit feedback and additional information. This summary was distributed to the members of the Department of Interior's Human Access Committee, to selected professionals in the therapeutic recreation field and to students and faculty at the Therapeutic Recreation Management School held in Wheeling, West Virginia, in March 1978. Approximately fifty summaries were returned. An analysis of the feedback indicated a substantial agreement with the essential nature of the stated issues. The recommendations paralleled those from the White House Conference on Handicapped Individuals. The comments received also indicated concerns expressed at the PCEH National Forum and Compliance Board Hearing. Some respondents from the consumer and advocacy group expressed a need for hardline compliance efforts and the mandating that all facilities be accessible. Others, from the agencies providing recreation services, expressed the need for discussions between the two previously-mentioned extremes and the need for finding means to address the issues openly and assertively. The range in comments, in itself, indicated the need for continued discussion on these issues and for continued emphasis on attitudinal approaches.

1. accessibility of facilities
2. accessibility of programs
3. compliance
4. consumer involvement
5. training
6. technical assistance
7. research
8. employment
9. transportation

The three issues that require immediate attention and action are those of accessibility of facilities, accessibility of programs and compliance.

Recommendations to resolve these issues are addressed under the broad categories of 1) legislative actions 2) policy actions 3) program actions 4) funding actions.

In addition to discussion of each issue and recommended action for resolution, an alternative recommendation is made for the creation of an Office of Human Access within the Department of the Interior. If this office were created, it would be responsible for the implementation of many of the recommended actions in this report. Creating an Office of Human Access would provide continuity, effective coordination and compliance of Federal policy and programs to provide recreation opportunities for the handicapped.

Recreation and Leisure Opportunities for Handicapped Populations

ISSUE	OPTIONS FOR RESOLUTION
1. Accessibility of Facilities	<ul style="list-style-type: none"> • Request Attorney General's Office provide legal opinion as to applicability of PL 90-480 to recreation areas. • Establish design standards for all recreation area management agencies. • Refine compliance procedures regarding application for a facility development • Special funding at planning stage for renovation and/or construction of accessible recreation facilities.
2. Accessibility of Program	<ul style="list-style-type: none"> • Federal agencies complete required transition plan • Establish inservice training programs for staff • Authorize adequate funding for new programs.
3. Compliance	<ul style="list-style-type: none"> • Each agency develop compliance guidelines for areas and facilities. • Department of Interior appointed intra-agency task force appointed to develop standards for unique recreation facilities.
4. Consumer Involvement	<ul style="list-style-type: none"> • Advisory group on handicapped formed in Department of Interior to advise Secretary on recreation policy for handicapped. • Agencies at all levels establish advisory commissions of handicapped persons.
5. Training	<ul style="list-style-type: none"> • JCRS provide pre-service and in-service training options in outdoor recreation for handicapped populations. • All agencies employ therapeutic specialist to conduct in-service programs. • Amend Land and Water Conservation Fund Act to authorize expenditures for State/local workshops on recreation for handicapped populations.
6. Technical Assistance	<ul style="list-style-type: none"> • Require agencies providing technical assistance to do so in usable form for handicapped (e.g. Braille, audio-cassettes, teletype, etc.) • Establish information storage/retrieval clearing house in Department of Interior related to recreation for handicapped populations. • Issue directives in all agencies to establish commitment to providing technical assistance to handicapped populations.
7. Research	<ul style="list-style-type: none"> • Amend LWCF regulations to fund State inventory studies on handicapped recreation. • HCRS establish central information storage/retrieval system. • HCRS sponsor National Conference on status of Research on Recreation for Handicapped.
8. Employment	<ul style="list-style-type: none"> • Enforce existing legislation • Review hiring policies and practices to detect discrimination. • Remove physical barriers in places of unemployment.
9. Transportation	<ul style="list-style-type: none"> • Retrofit existing transportation vehicles to accommodate handicapped.

The material has been excerpted from Access To Recreation: A Report on the National Hearing on Recreation for Handicapped Persons for the Architectural and Transportation Barriers Compliance Board. The report was authored by Frederick A. Fay, Ph.D. and Janet Minck, M.A. under the auspices of the Department of Health, Education and Welfare, Office of Human Development, Rehabilitation Services Administration, Grant Number 16-P-578756/1-02.

Appendix B

ACCESS TO RECREATION

INTRODUCTION

Many able-bodied people do not fully understand the implications of the terms "handicapped" and "disabled." This lack of understanding is the basis of attitudinal and architectural barriers that restrict people with disabilities from enjoying opportunities available to others. Whether a person travels about in a wheelchair, uses a cane, wears thick eyeglasses, speaks with his fingers, or has heart irregularities, he has needs in common with all members of society. One of these needs is the participation in and enjoyment of recreational opportunities.

The aims of recreation are the same for able-bodied and disabled people. Personal satisfaction, pleasure from leisure activities and interests, improved health and fitness, appreciation of nature, contact with other people, and just plain fun are some of the benefits of recreation.

As citizens of our nation, disabled people should share equally in the rights to choose and to participate in recreation. Today, these rights are just beginning to be realized. Disabled consumers are becoming increasingly sophisticated in their attempts to secure services, including recreation. Providers of recreational services are also increasingly concerned about responding appropriately to the needs of disabled persons. Recent laws prescribing affirmative action, equal opportunity, nondiscrimination, accessibility, etc. for disabled mandate positive steps toward integrating the recreational opportunities open to both disabled and able-bodied persons.

An understanding of the recreational difficulties and opportunities of handicapped persons is important to the general public. Disabled persons constitute a large and growing minority which includes all age groups from the very young to the elderly. Some people have birth defects, many are disabled by accidents, others are temporarily handicapped during pregnancy, and all of us someday develop coordination difficulties as a result of the aging process. Disabled people cannot be understood apart from their social and economic milieu. They belong to all socio-economic classes and expect to participate in the leisure time activities common to those classes as well as in activities developed from personal interests. Not all disabled people want or can afford long journeys to visit impressive national parks. These people need access to recreation in local areas. Thus, in order to provide appropriate recreational opportunities for all citizens, we must recognize and adapt to the individual differences.

The Architectural and Transportation Barriers Compliance Board (ATBCB) held a national hearing on Recreation for Handicapped Persons in Boston, Massachusetts, on October 21 and 22, 1976. The hearing provided a forum for the exchange of opinions and knowledge among users and providers of recreation, people involved with the problems of disabled persons, and others committed to providing quality recreational opportunities for disabled people. The purpose of the hearing was to explore suggestions to improve the public's understanding of the issues and to bring about appropriate provisions for recreation for people who have disabilities.

This report contains the information provided at the national hearing. Included are abstracts of individual analysis of the testimony, and recommendations, based on the testimony, that are essential to enhancing recreational opportunities for handicapped people. The verbatim testimony is available for review at the ATBCB office in Washington, D. C. Since the entire document is quite lengthy and bulky, this synopsis of actual presentations will be presented to the President and members of Congress and will also be available to the general public upon request. It is hoped that this report will lead to a national commitment to increasing the recreational opportunities of handicapped Americans.

RECOMMENDATIONS RESULTING FROM TESTIMONY

The following recommendations are based on analysis of the testimony provided in the recreation hearing. They are, in a sense, a consolidation of individual opinions; they reflect what the majority of witnesses presented as key actions for follow-up on the hearing.

Initiate and Implement National Policies that Demand Compliance with Existing Law

1. The President should direct agencies to implement action programs and policies on PL 90-480 and 93-112 that aggressively support as high a priority the needs of disabled citizens.
2. Incentive funding and priority policies should be developed and implemented to bring existing facilities and transportation systems into compliance with current accessibility laws.
3. Barriers to employment, such as those discouraging the hiring of qualified personnel who understand the needs of disabled persons, should be removed and affirmative action policies upheld.

Develop appropriate Recreational Resources

1. A national public policy on recreation for disabled children, youth, adults, and elderly should be developed.
2. Recreational program services for disabled persons should receive higher priority and thus a greater portion of available and new funds.
3. An information center on the recreational needs of disabled persons, resources, and research should be established to communicate to disabled consumers, recreation professionals, and the general public.
4. Mechanisms that involve disabled individuals and their representatives in meaningful roles in program planning, development, and evaluation should be required.

Stimulate Research in Recreation for Disabled Persons.

1. Funds should be awarded to explore the use of outdoor space by disabled persons and to refine design standards.
2. Research grants should be available to develop new technologies, equipment, and programs for use by disabled persons in recreation.
3. Criteria for planning and design should be developed that encompass the quantity and quality of use of recreational space by handicapped persons.

The material below has been excerpted from The White Conference on Handicapped Individuals, Volume 3, Implementation Plan, Government Printing Office, Washington, in June, 1987, The DHEW publication number is 78-25512.

Appendix C

White House Conference Social Concerns III: Recreation

A. Recommendations

Recommendations for the Federal and State Sectors

- Provide funding to encourage local recreation departments, private and commercial recreation providers to expand program, recreation services to handicapped persons, adapt existing facilities to build new facilities, and to ensure accessibility to all (indoor and outdoor) recreation facilities.
- Provide grants to finance recreational projects concerned with serving the handicapped.
- Make Federal, State and local parks and recreational facilities accessible by means of graphic signs, braille and auditory aids, barrier-free parking, designated trails, frequent rest areas, in-service programs for tour guides, and skills needed for participation in particular facility program.
- Educate government officials and bureaucrats to the recreational needs of handicapped persons by inviting the President, members of Congress, and other government officials to participate in recreational activities which have been adapted for use by persons with disabilities, and by liaison with governing representatives.

Recommendations for State and Other Sectors

- Expand university therapeutic recreation and special education programs to meet state continuing education requirements for elementary and secondary physical education instructors, and inservice training opportunities should be increased at the local level.
- Modify existing recreational facilities to accommodate the needs of various disabilities. Make every effort to integrate handicapped persons into existing recreational programs for able-bodied persons. However, when disabilities preclude participation in programs with the able-bodied persons, programs should be adapted or specialized to meet individual needs.
- Accelerate recruitment and training of handicapped persons as recreation personnel through funding and cooperation with universities, rehabilitation services, park department, State government and the school systems.
- Utilize handicapped persons to evaluate the effectiveness of recreation programs for handicapped individuals.
- Offer high risk recreational activities in local and private facilities, on an individual basis and when possible led by handicapped persons who are proficient in that activity.
- Establish handicapped lobbies composed of professional and handicapped people to determine budget priorities for recreation programs and to formulate guidelines to insure recreational opportunities for the disabled.

B. Resolutions

The recreation resolutions stipulate that Federal financial aid is necessary to establish a national program for the recruitment, employment and training of persons with disabilities in parks and recreation; expand recreation programs serving handicapped citizens, increase research on recreation for handicapped persons, enforce accessibility legislation in recreational areas; and assist local agencies in providing comprehensive recreation for individuals with handicaps.

The resolutions also call for cooperation among all levels of government for the extension of Federal, State and local

recruitment, employment and training of persons with disabilities in parks and recreation; expand recreation programs serving handicapped citizens, increase research on recreation for handicapped persons, enforce accessibility legislation in recreational areas; and assist local agencies in providing comprehensive recreation for individuals with handicaps.

The resolutions also call for cooperation among all levels of government for the extension of Federal, State and local funding for current programs, and for the creation of a mechanism to coordinate Federal, State and local recreation services and resources for handicapped persons.

In order to increase recreation services for persons with disabilities, all services must be accessible, disabled consumers must be involved, and a leisure resource center established. In addition, recreation programs services must be planned and implemented at the institutional as well as the community level.

Several resolutions require action by specific agencies. The Department of Transportation must require accessibility for modes of transportation under its jurisdiction including leisure, tourism, and recreation. The Bureau of Outdoor Recreation must immediately revise its National Outdoor Recreation Plan to meet the needs of handicapped individuals. Also, the President should ascertain through his cabinet the state of all existing Federal recreation programs, direct the development of a plan to meet the needs of the Nation's handicapped persons, and assign the Bureau of Outdoor Recreation as coordinator, with other agencies directed to cooperate.

Other resolutions call for organizations such as the National Recreation and Parks Association to become involved in developing needed legislation, following up the actions proposed by the White House Conference on Handicapped Individuals and developing guidelines for qualified personnel.

Social Concerns IV: Participation In Cultural Activities

A. Recommendations

Recommendations for the Federal Sector

- Implement a public service campaign and lobby legislators to increase funds for cultural activities and programs for handicapped persons. Handicapped persons should work with the National Endowment for the Arts, Commission on the Arts, and the Federal Council on the Arts and Humanities in reaching this goal.
- Include specific provisions requiring arts therapy activities in rehabilitation programs and for model arts therapy demonstration programs in all Federal laws affecting the rehabilitation of handicapped children, youth and adults.

Recommendations for the Federal, State and Other Sectors

- Increase rehabilitation funds and staff to include art and culture.
- Encourage the National Endowment for the Arts, the President's Committee on Employment of the Handicapped, high schools, colleges and vocational education centers to develop informational materials recruiting programs and training courses designed to make handicapped individuals more aware of existing career opportunities in the arts.
- Establish public awareness programs to promote accessibility for cultural facilities to the handicapped.

RECREATION AND LEISURE SERVICES

BE IT FURTHER RESOLVED that the National Recreation and Park Association further wishes to urge the participants in the White House Conference to give serious and detailed study to recreation and related leisure services as an important basic right of handicapped citizens. In this regard, NRPA encourages review and consideration of the following recommendations:

1. A national program should be established to facilitate recruitment, employment, and training of handicapped citizens in all areas, including parks and recreation. Such assistance should include financial aid for education and training for careers in parks and recreation.
2. Government at all levels, as well as the private sector, should be encouraged to extend current programs to provide financial assistance to public and private agencies serving handicapped citizens.
3. The Bureau of Education for the Handicapped and other federal units should substantially increase funding allocations for research to increase understanding of the factors contributing to satisfying recreation participation for handicapped persons.

4. A mechanism should be created to join authorities at the federal, state, and local level in a common effort to facilitate effective resource utilization with respect to the coordination, operation, and implementation of recreation and leisure programs and services for handicapped citizens.
5. The President is urged to direct the Department of Transportation to develop and adopt an affirmative action policy regarding accessibility as related to tourism and other leisure experiences dependent upon the various forms of transportation under its jurisdiction and control.
6. Federal financial support should be made available to establish effective mechanisms to enforce compliance with existing accessibility legislation particularly in relation to parks, recreation, and related leisure areas and facilities.
7. Organizations like the National Recreation and Park Association should become more involved in the development of legislation that is responsive to the needs and expectations of the handicapped citizen.
8. The White House Conference planners and delegates should recognize the inestimable values and benefits that leisure counseling can contribute to the health and well-being of all handicapped citizens and make productive determinations and subsequent recommendations that will instigate the planning and funding of leisure counseling programs and services at the federal, state, and local level.
9. The White House Conference planners and delegates should include provisions for the greatest possible involvement for concerned organizations such as the National Recreation and Park Association in conference "follow-up" and "feedback" to advocate and build upon the needs and accomplishments resulting from the White House Conference on Handicapped Individuals.

OUTDOOR RECREATION FOR HANDICAPPED PERSONS

WHEREAS, recreation and leisure opportunity and services for America's 35+ million handicapped individuals have been assigned very low priority or no priority by Federal agencies, notably the Bureau of Outdoor Recreation, Rehabilitation Services Administration, the Commission on Aging, and the Office of Handicapped Individuals; and

WHEREAS, The Nationwide Outdoor Recreation Plan prepared by the Bureau of Outdoor Recreation purposely deleted rationale, planning, and attention to the needs of America's 35+ million handicapped individuals; and

WHEREAS, the Plan sidestepped operational and fiscal responsibility by assigning this function to State and local governments; and

WHEREAS, these two actions are wholly inconsistent with the philosophy and responsibility exercised by the Federal government in other areas such as employment, education, health care, and social security;

NOW THEREFORE, BE IT RESOLVED THAT the Bureau of Outdoor Recreation shall immediately undertake the preparation of a revised Nationwide Outdoor Recreation Plan to met the needs of America's 35+ million handicapped individuals; and

BE IT FURTHER RESOLVED THAT the President of the Untied States of America mandate a report from all cabinet members on existing programs, their level of authorization, and their level of funding and that a Plan be developed which will address the needs of the Nation's handicapped, that authorization funding levels of programs and services, research training technical assistance, and demonstration programs be provided and that responsibility be assigned to the Bureau of Outdoor Recreation to achieve the goal of meeting the recreation and leisure needs of the total population.

RECREATIONAL PROGRAMS AND FACILITIES

1) Recreation programs and services shall be appropriately planned and implemented for all citizens on a continuum basis which includes institutional as well as community programs. Specific needs include such programs as:

- a. Summer programs for school aged children with handicaps in conjunction with and as an extension of developmental programs implemented by local school systems;
- b. Leisure skills teaching for homebound;
- c. Parent training and counseling programs;
- d. Integration of recreation programs within existing social services agencies such as Vocational Rehabilitation and Department of Social Services;
- e. Providing leisure counseling services to all citizens with handicaps; and
- f. Captioned television programs.

2. Program planning must include consumers whenever possible and be implemented by qualified personnel who meet guidelines developed by the National Therapeutic Recreation Society, a branch of the National Recreation and Parks Association.

3. All recreational facilities must be accessible to all citizens.

4. A leisure resource information center shall be established to coordinate and disseminate information identifying accessibility information on all state and federal recreation resources.

5. Federal and state funding shall assist local agencies in providing comprehensive recreation and services to persons with handicaps.

CULTURAL PROGRAMS FOR THE HOMEBOUND

WHEREAS, the question on Soc. 10-7 concerns opportunity of homebound nursing homes and institutions
BE IT RESOLVED that:

1. The workshop on social concerns feels mobile cultural facilities shall be set up to bring the arts, theatre, and all other cultural programs possible to the homebound, etc. individual, and
2. Public and private museums should maintain collection of cassettes, slides, tapes, prints, and graphics and touchable exhibits to be made available for individuals with handicaps who are homebound or in institutions.

HANDICAPPED ARTISTS

The National Endowment for the Arts should facilitate the establishment of state chapters with special emphasis on handicapped artists to develop and expose other artists to the vision that a "handicap" is to be viewed as a unique artistic expression and as symbol for man's interdependence, giving handicapped persons a new positive image, dignity and self-worth.

PARTICIPATION IN CULTURAL ACTIVITIES

WHEREAS, interpreting and/or captioning (subtitles) of television programming will benefit the hearing impaired as well as the general population; and

WHEREAS, the means for providing this service has been well demonstrated by the National Public Broadcasting System;

NOW, Therefore, BE IT RESOLVED that all television broadcasting stations be encouraged to have more interpreting and/or captioning (subtitles) of general programs and newscasts; and

BE IT FURTHER RESOLVED that the President, the Secretary of Commerce, and the Secretary of HEW urge CBS, NBC, and ABC to start captioning their general programs and newscasts to benefit the hearing impaired and the general population.

RESPIRE CARE

RESOLVED, that legislation be enacted at federal and state levels to provide for a system of respite care to make it possible for families with severely handicapped children to lead dignified and decent lives so that these families are not forced for reasons of finances or time to institutionalize their disabled child. Further, SSI benefits must not be tied to provide disability which requires hospitalization.

GAS TAX RELIEF FOR SPECIALLY EQUIPPED VEHICLES

TO BE RESOLVED that handicapped individuals be given a tax exemption or deduction for the personal "gas guzzling" specially-equipped vehicles. This tax relief for handicapped individuals shall apply to any gasoline surcharge or vehicle tax as proposed in the National Energy Policies.

TRANSPORTATION FOR HANDICAPPED PERSONS IN RURAL AREAS

BE IT RESOLVED that the Urban Mass Transit Authority name be changed to "The Urban Mass Transit and Rural Transportation Authority," and that equal consideration be given to the substantial problems of providing adequate transportation for the handicapped in the vast rural areas of the United States and its territories.

BE IT FURTHER RESOLVED that due consideration be given to funding the operation and maintenance of these services rather than providing capital funds only.

TRANSPORTATION ACCESSIBILITY

The Urban Mass Transportation Administration (Department of Transportation) shall be authorized by amendatory legislation to the Urban Mass Transportation Act of 1964, as amended to prescribe vehicle standards which will result in the total access and use of all such vehicles purchased through this agency commencing January 1, 1978.

Each state and territory shall enact legislation which requires that all vehicles purchased with Federal, State and local funds shall be accessible to and available for boarding and use, including tie downs for a minimum of two wheelchairs in each vehicle, commencing January 1, 1978.

Each state and territory shall enact legislation which requires that all vehicles purchased with Federal, state and local funds shall be equipped with visual travel information for the deaf and auditory information for the blind.

ARCHITECTURAL AND TRANSPORTATION BARRIERS COMPLIANCE BOARD

A series of recommendations for upgrading the Architectural and Transportation Barriers Compliance Board

1. An independent board shall be located in the APPROPRIATE FEDERAL SERVICE AGENCY FOR HANDICAPPERS.
2. The Board shall have sole authority and jurisdiction regarding the resolution of any conflicts under the Federal

statute and shall have sole enforcement responsibility FOR BUILDING PROPERTIES UNDER THEIR JURISDICTION, and all other relevant areas.

3. The Board shall have accessibility standard-making authority with regard to all federal programs. Where Federal and State jurisdictions overlap, the Board shall determine equivalency of standards and higher standards shall prevail.
4. The Board shall be the sole waiver authority within the federal system UNDER its jurisdiction. Waivers shall not be granted to new construction.
5. Enabling legislation shall also mandate a regional board network under the authority of the federal board.
6. An annual line item budget shall be provided for the Board which fully funds all activities of the Board commensurate with its duties.

FREEDOM FROM ENVIRONMENTAL BARRIERS

BE IT RESOLVED that Federal legislation should be enacted to require that any new substantially renovated facility used in or owned by a company engaged in interstate commerce, whether publicly or privately owned must be free of environmental barriers, and

BE IT FURTHER RESOLVED that an adequate staff be organized to insure compliance with the law.

This material has been excerpted from Recreation and Handicapped People, a booklet containing the summary and findings of A National Forum on Meeting the Recreation and Park needs of Handicapped People, sponsored by the President's Committee on Employment of the Handicapped and the National Recreation and Park Association on August 15-16, 1974.

Appendix D

Part II: THE DELEGATE'S FINDINGS

This section contains the consensus of the delegates on twelve key issues concerning recreation and park programming for the handicapped. Each one of the following issues was assigned to a separate discussion group. Each discussion group included both handicapped people and recreation and park professionals.

In order to begin each group's deliberations on the assigned problem area, a statement describing the questions raised by each issue was reviewed by the delegates. These statements precede their reactions and are included for your information. (*Ed. note: The delegates comments are included only when recommendations are not available.*)

Issue 1. Segregation vs Integration

Recommendations:

Program-Facility Development

In order to achieve effective integration of all the handicapped, all units within the recreation-parks agency or organization must be involved in the process of program planning and must be involved in the process of program planning and implementation for handicapped people. It must not be the exclusive function of a separate department.

Programming should not be based upon diagnostic categories but rather should take into account the life style of the individual (age, interests, skill levels, functional strengths, etc.)

It is imperative that the potential participants be included in the planning and implementation of recreation programs and facilities.

All recreation and park agencies funded totally or in part by public monies should be required to develop and implement a schedule designed to eliminate architectural barriers and provide integrated facilities.

Conclusion:

Integration-segregation is not an either-or issue but integration is the ultimate goal. Segregation is acceptable only if it is appropriate to the developmental growth of the individual at a specific point. Separate but equal facilities are never an acceptable objective.

Issue 2. The Role of the Voluntary Health Agency in Recreation Programming for the Handicapped and its Affect on the Responsibility of the Community Recreator.

Delegates comments are presented in the absence of specific recommendations for this issue.

It is universally recognized that municipal park and recreation agencies have an obligation to serve all people by virtue of their sources of funding (taxation - public monies.) It is also recognized that these agencies have an obligation to cooperate with all other community groups providing recreational opportunities including the voluntary health agencies, in order to effectively meet their responsibility to provide services to the total population. In view of these facts it seems obvious and essential that municipal park and recreation departments take whatever steps are necessary to maintain their responsibility for being the primary source of public recreation programming. This could best be accomplished by assuming a leadership role in the coordination of any supplemental services that others in the community (i.e., local philanthropic or civic or religious groups or voluntary health organizations) might be providing for handicapped people. It must be recognized that such action means adequate staff awareness and coordination, and accessible municipal facilities.

Likewise, private organizations that sponsor recreational activities for handicapped people such as those parenthetically referred to above, must never lose contact with their local parks and recreation departments either through self-interest or neglect. To do so would not only lessen the potential quality of service for those who are to be served but it would also contribute to a gradual shifting of responsibility and interest in serving handicapped people from the public sector to the private one. Such a shift has, is, and will never be appropriate.

It is also recommended that those private health agencies not presently involved in either encouraging or sponsoring

recreational activities for handicapped people become so. These groups must recognize the potential that recreation and leisure opportunities hold for all individuals and exert their influence to encourage the already discouraged disabled to seek them out routinely.

To help facilitate these groups' cooperation a community coordinating council or a similar organizational entity might be formed. It should consist of responsible representatives from all agencies within the community that either have an interest in handicapped people or in recreation or park planning. Larger urban areas may even sectionalize this body in order to more effectively operate. Further, neighborhood councils could be established as the most basic unit of the coordinating council. Some agencies and organizations that should be included on the council are: local park and recreation departments, professional societies and educators; state or local representatives of the National Park Service, U.S. Forest Service, Bureau of Outdoor Recreation; local affiliates of voluntary health organizations including Easter Seal Society, Association for Retarded Citizens, United Cerebral Palsy, Associations of the Deaf or the Blind, organizations of disabled veterans, and programs for handicapped people; vocational rehabilitation; and most importantly, handicapped people themselves!

Issue 3. How Important is the Need to Have Specially Trained Personnel (Therapeutic Recreation Professionals) to Conduct Recreation Programs that Serve Handicapped People.

Recommendations:

National Level

1. NTRS must promote a unified front for the therapeutic recreation curriculum. It must sponsor activities that will lead to both an understanding and recognition of therapeutic recreation as a distinct entity.
2. We recognize a changing attitude toward the handicapped, i.e., that they are an emerging minority. The climate is now most appropriate for maximum participation of handicapped persons in recreation programs. NTRS must serve as the enabling organization of the handicapped.
3. NRPA-SPRE must educate recreation and park professionals concerning the role therapeutic recreation plays and how they too can and must serve people with handicaps.

State and Local Levels

1. Efforts at these levels would parallel national efforts and become the responsibility of state recreation and park societies.
2. Each state should employ a full time state therapeutic recreation consultant.
In addition to paralleling national recommendations each state society ought to:
3. Monitor state legislative activities insuring that the input of the handicapped consumer is received on all recreation and park matters.
4. Sponsor state-wide Forums like this one so all groups can come together and work towards a common goal.

University or College Level

1. Establish distinct/identifiable/viable Therapeutic Recreation curriculum
2. Campaign against architectural barriers in colleges.
3. Support Affirmative Action statements on recruitment of disabled students and faculty.

Issue 4. The Problem of Architectural Barriers

Recommendations:

Recreation and Park professionals must be made aware of the existing federal and state legislation that demands barrier free facilities where state or federal funds are used.

Recreation and park Professionals must be made aware of the problem of architectural barriers to the handicapped and the solution to that problem. This can be best accomplished from NRPA's national office with the support and cooperation of the President's Committee on Employment of the Handicapped, Easter Seal Society, United Cerebral Palsy, etc.

Each recreation or park entity, commercial or public, should contact a group of handicapped people or an advocacy group for guidance concerning the identification of architectural barriers within their domains and for information on how best to eliminate them.

Issue 5. Legislation Affecting Participation of Handicapped Persons in Recreation Programs and Facilities.

Recommendations:

Establish a system of regional, state, and local monitors (advocates) designed to ensure that all federal and state laws and regulations concerning the handicapped are being observed and complied with. The agencies involved in recreation and park planning, facility development and programming should designate monitors within their various functions to carry out this duty. For example; the Bureau of Outdoor Recreation should establish or designate an office or subdivision whose primary responsibility is to ensure that the activities of the agency reflect the needs of handicapped people. This would include a review of all new facilities before the funding process is complete. Special consideration

should be made to have at least one handicapped person intimately involved in the monitoring procedure in each agency and at every level.

Systematically educate park and recreation professionals, laymen, and architects both in public and commercial enterprises concerning their responsibility to include the needs of the handicapped in all phases of the planning and developing of recreation and park programs and facilities. This duty could be easily accomplished by each agency if they would assume the responsibility for educating their own functionaries. A special effort should be made to coordinate this in-service training with organizations serving handicapped people. For example, NTRS, AAHPER and the President's Committee could provide technical assistance and guidance for these efforts.

Likewise a more organized and systematic effort ought to be launched by recreation and park educators to sensitize and educate recreation and park professionals as to the needs and rights of handicapped people and the laws that protect those rights. SPRE ought to accept this challenge and, through its membership, work to achieve this goal. A minimum of one course in therapeutic recreation and architectural planning for the handicapped should be required for graduation or certification as a professional.

Consumer groups and groups serving the handicapped ought to educate handicapped people concerning their rights to recreation and park facilities and the laws insuring those rights. In addition, these groups ought to promote recreation participation, thereby creating an unignorable demand for services by the handicapped people at the municipal and local level.

As a rule it is suggested that 5% of all funds in public recreation projects be used to ensure and maintain their usability by handicapped people. This would be in addition to whatever funds are needed to ensure their accessibility.

The Department of Transportation should amend existing legislation or establish regulations that ensure the accessibility of all public transportation and highway rest stops.

The President's Committee on Physical Fitness and Sports must make its programs accessible to handicapped people and develop an outreach effort designed to encourage handicapped people to become physically fit.

Federally supported health programs such as Medicare, Medicaid and Vocational Rehabilitation should be amended to include monies for the recreation and leisure rehabilitation of disabled people.

Issue 6. Financing Recreation Programs for Persons with Disabilities.

Recommendations:

NRPA and AAHPER should continue and expand their efforts in collecting and disseminating information on resources for financing recreation services and programs for disabled persons.

National offices of voluntary health agencies should play stronger advocate roles. They should plan and work together in relation to broad issues such as delivery of leisure services, transportation, job discrimination, research in use of therapeutic recreation as a tool in rehabilitation and habilitation of the disabled.

Newly created Office of the Handicapped in HEW should consider leisure services for the disabled and therapeutic recreation services in rehabilitation and habilitation programs as high priority needs to help insure funding for training, research and direct service from the various federal HEW agencies.

All States should have legislation funded at an adequate level which allows local communities to apply for funds, on an ongoing basis for the development and continued operation of recreation services for their disabled residents.

Disabled consumers should be organized to serve as activist spokesmen to help obtain adequate budgetary support for public recreation services for all disabled groups, i.e. disabled veterans, social clubs, should work together to organize such activist consumer groups.

Voluntary health agencies and public recreation agencies should pool their resources and work together to provide coordinated leisure and recreation services which will best suit the needs and interests of all disabled persons.

Public recreation agencies should continue and expand their efforts in collecting and disseminating information on resources for financing recreation services and programs for disabled persons.

Graduate programs in Therapeutic Recreation should utilize field work internship courses to assign students to agencies needing assistance in developing or expanding recreation services to disabled persons.

More scholarships and other financial assistance should be provided to help recruit and train disabled and disadvantaged students for the field of recreation and the specialization of therapeutic recreation.

All college and university curriculums should have at least one course in recreation for special populations which all recreation and park majors are required to take.

All Recreation Education Departments should develop courses or other experiences to promote better communication among students and faculty in recreation, park administration, architecture, landscape architecture, rehabilitation, and other related disciplines.

Disabled consumers should get together to jointly develop priorities in relation to development and delivery of recreation services and then approach the public recreation agency with their requests.

Recreation professionals must accept the responsibility of becoming outspoken advocates for the rights of disabled and disadvantaged persons to participate in public, private, and commercial recreation services and programs and have access to public and private and commercial recreation facilities and areas.

Issue 7. The Effects of Disability on Non-Handicapped Participants... A Problem of Attitudes

Recommendations:

Professional societies, voluntary health agencies, and private organizations should:

National level

1. Establish advocacy committees composed of both able-bodied and handicapped persons to promote equal opportunities in recreation and parks programs for all citizens.
2. Plan national conferences and workshops directed at professionals, citizens, governmental offices, and consumer groups for the purpose of exchanging views, promoting better understanding, better communication and for the purpose of general education. Consumers should be used as panelists and speakers whenever possible.
3. These agencies should publish and distribute literature of all types to promote better recreation and parks services for the handicapped.
4. Act as a resource center for disseminating audio visual materials and printed materials as well as to act as a referral service to fill requests for speakers on a variety of subjects relating to the handicapped.
5. Establish inter-agency committees to foster better communication; to sponsor joint conferences, and workshops and generally to promote projects and services on behalf of the handicapped.

Local or Community Level

Here, the handicapped consumer's responsibility should be to:

1. Evaluate local recreation resources within their communities and plan a realistic approach to seek the establishment of additional services and programs.
2. Establish better communication with the able-bodied and become active and involved in local recreation programs in order to have an "input" into future policies.
3. Assume the responsibility to influence co-workers, employers, and community groups of able-bodied persons (i.e. church groups, service groups) in order to communicate the needs of the handicapped and stress the community's responsibility to respond to these needs.

The recreator's responsibility should be to:

1. Establish communication with handicapped individuals and groups through utilization of consumers or advisory groups and other representative organizations.
2. Employ handicapped persons as professionals and para-professionals in recreation programs.
3. Establish integrated programs in the recreation department to expose the able-bodied to the handicapped and vice versa.

University or College Level

We feel it is the handicapped consumer's responsibility to:

1. Become more involved in student activities and social life on campus.
2. Encourage the college to help handicapped persons explore the possibility of becoming professionals.

We feel it is the recreator's responsibility to:

1. Recruit handicapped persons into the professional curriculum.
2. Invite handicapped persons as speakers in classroom situations.
3. Offer a general introductory course in therapeutic recreation to all students for general credit... required for recreation majors.
4. Encourage independent studies in the field of the handicapped.

Institutional level

We feel both the handicapped consumer and the recreator in an institution should:

1. Integrate as many disabilities as possible into single activities either between patients and/or between hospitals.
2. Expose the institutionalized to on-going community activities, whether it be public, private, or commercial activities.
3. Help change attitudes by having volunteers come into the institution and promote exposure by inter-relating the handicapped with the able-bodied.

Issue 8. Insurance Costs - Fact or Myth?

Delegates comments are provided in the absence of specific recommendations.

After some deliberation on this subject the group generally agreed that the issue of insurance costs with respect to programming for the handicapped is not a legitimate argument. Most cities and agencies who have truly wanted to program for the handicapped have not found this to be an impediment.

Rather, the committee sees the issue of insurance in many cases as an "excuse" to discriminate against the handicapped. In other words, the real problem would seem to be an attempt to restrict the handicapped citizen from a status of equality and more importantly, from humanity itself.

This would also seem to be the situation with various private agencies and industries and their attitudes toward people

with handicaps. They have used this argument to meet their own needs and economic ends.

Only these agencies know their own motives for this type of "discrimination" and it may only be through litigation that the handicapped consumer will be free to use private and public recreation services. The following statement, issued by the American Mutual Insurance Alliance, the professional association of insurance companies, seems to clarify this issue for once and for all.

Banning Barriers Means Boons in Insurance

- *Workmen's Compensation:* Rehabilitation and reemployment of job-insured workers is the chief goal of our workmen's compensation system. Workers who can gain employment after a job injury benefit by being self-supporting and productive. Employers benefit from rehabilitation through reduction in compensation insurance premiums. Also, elimination of barriers reduces the chances of work-connected accidents involving able-bodied workers.
- *Public Liability:* Surveys of buildings that have aids for the handicapped indicate that such buildings have fewer tripping and falling hazards, thus reducing public liability claims. Nonslip floors and ramps, for example, lessen chances for accidents. Under experience rating plans, policy-holders may gain rate reductions on public liability policies by breaking their architectural barriers.
- *Fire:* Standards recommended for aiding the handicapped also meet the highest fire prevention standards. Wide doors and ramps permit rapid evacuation. Improved placement and marking of fire alarms may speed notification of fire departments.
- *Health and Accident:* Fewer accidents in public buildings would reduce losses and rates under health insurance policies. And, project leaders point out, provision of self-help facilities for the handicapped eliminates the need to carry disabled persons, a practice that frequently results in painful and costly back injuries.

Issue 9. Recreation as a Rehabilitation Tool

Delegate comments are provided in the absence of specific recommendations.

In general, recreation has been viewed by the public as an extraneous pursuit rather than an important adjunct to life. This has been the case because recreation's true worth to the individual has not been adequately promulgated either in the educational system or via the usual promotional techniques. Consequently, recreation's place among services is not as firmly established as it might be with those who control or administer the allocation of public monies.

This is an unfortunate situation because recreation does play a vital role in insuring a normal life. It does contribute significantly to the physical, emotional, spiritual, intellectual, and cultural development of the individual. In some instance its qualities can be therapeutic to the extent that makes recreation a health related service.

While all this has been documented and accepted among academicians, it is not common knowledge. As a result, recreation has suffered during austere times in both public and private budgets.

We conclude, therefore, that a new, organized, and concerted effort designed to establish the true meaning and significance of recreation be undertaken by educators as well as recreation professionals. Further, in view of recreation's value in the rehabilitation of a disabled individual, efforts should be initiated within voluntary health agencies and other organizations of, by and for the handicapped that are designed to alert the disabled people they serve concerning recreation's potential for them. The importance of this task cannot be over-emphasized. Until handicapped people are motivated to overcome their fears about recreation participation, made aware of its importance to them and encouraged to participate to the fullest extent possible, recreation for the handicapped cannot enjoy the same rights and privileges afforded other disciplines. In addition, an educational effort in this area directed toward handicapped people will serve to increase their demand for service, forcing municipal recreation and park department officials as well as funding officials to come to terms with the issues involved.

In other words, promoting recreation for handicapped people will achieve three goals: 1) Improve their quality of life; 2) Serve to develop more opportunities for recreation participation; and 3) More firmly establish recreation for the handicapped as a bonafide vehicle capable of aiding in the rehabilitation process, thereby strengthening its place among services.

Issue 10. The Value of Consumer Input into Recreation Planning and Design

Recommendations:

National Level

1. A system for exchanging information can be established between national associations involved in recreation program planning and facility design and national organizations representing handicapped groups.
2. National Consumer organizations should request that their state and local chapters become involved with state and local agencies providing recreation services.

3. Current relevant legislation and standards concerning designing of facilities be provided to national organizations with directions to disseminate to state and local organizations.
4. Have President's Committee compile a list of types of facilities completed or under consideration relative to the handicapped and who to contact relative to the same (i.e., nature trail for the blind). This resource list should be made available to professionals as well as the consumers.

State Level

1. State organizations concerned with facility and program design and planning, state chapters of consumer organizations (i.e. Easter Seal, etc.) state agencies and related professionals involved in provision of recreation and leisure services hold workshops, Forums, etc., concerned with the needs, problems and issues involved in providing recreation and leisure services to handicapped people.
2. State Committee on Employment of the Handicapped have representation from state and local park and recreation people as well as members from consumer constituencies.

Community or Local Level

1. Consumer input regarding program needs and facility design should be obtained before implementing design.
2. Consumer surveys should be conducted by agencies providing recreation and leisure services to identify populations and determine needs and locations of consumers.
3. Dialogues between consumers and planners should be routine agenda items during local meetings, workshops, and inservice training programs.
4. Representatives of handicapped organizations should be asked and encouraged to attend public hearings, meetings, etc., to express their recreation and leisure needs.
5. Advisory boards of handicapped persons be established to provide consultation and advice concerning proposed planning and design of facilities.

University or College Level

1. University programs concerned with the planning and design of facilities should implement courses within their curriculum dealing with handicapped consumers' needs and special problems.

Issue 11. Employment of the Handicapped in Recreation and Park Occupations

Recommendations:

National Level

1. The National Therapeutic Recreation Society through its States Advisory Council assume more responsibility for promotion of recreation representation on the Governors' Committees for Employment of the Handicapped, and that the Massachusetts model (formation of a Committee on Recreation under the auspices of the Massachusetts Governor's Commission) be considered as one alternative for providing this representation.
2. The President's Committee through the Recreation Sub-committee develop appropriate recruitment materials and facilitate dissemination of these materials through appropriate agencies.
3. Monies be set aside specifically for training handicapped persons in each recreation curriculum. Further, the evaluation of that effort should be monitored by NRPA.
4. Employment opportunities for the handicapped in recreation and park agencies be promoted within agencies that already work with the disabled. Further, there should be a promotion of voluntary monitoring of the effort to oversee the accomplishment of these objectives.
5. Federal funds should be allocated for adapting facilities to meet the needs of the handicapped.
6. National organizations such as the National Recreation and Park Association and/or the President's Committee on Employment of the Handicapped set a positive example by employing handicapped persons.

State Level

1. A manpower assessment be made at all levels of involvement (i.e., national, state, local) by the Governor's Committees on Employment of the Handicapped in each state to determine the potential that may exist for the employment of handicapped individuals in recreation and park programs.
2. Information materials on career possibilities in recreation should be developed for distribution to and use by High School guidance counselors in recruiting and counseling handicapped students.
3. Large organizations employing large numbers of recreation personnel should be encouraged to have specialists who are trained in the recruitment, in-service training, and placement of handicapped persons.

Community or Local Level

1. We recommend that agencies involved in recreation services should revise job announcements and descriptions to indicate a need for and a desire to employ handicapped individuals.

Issue 12. Transportation

Delegates comments are provided in the absence of specific recommendations for this issue.

Concerning the responsibility of the recreation and park provider for providing or advocating accessible transportation, we believe:

- a) The providers of goods and services must always recognize that among consumer groups there are individuals with unique needs that are not being met by existing transportation systems and equipment; and
- b) The providers of these goods and services must seek out consumers to assist in identifying and solving the problem in their area.

Concerning possible solutions to the transportation dilemma we believe the following course of action should be undertaken:

- a) Develop awareness of the problem of transportation for the handicapped to the general public, key agencies, groups, and individuals.
- b) Stress commitment to the task of solving the problem that all people have the right to transportation.
- c) Advocate that budgetary considerations for transportation be included in all program budgets.
- d) Identify how transportation vehicles are lacking in meeting the needs of all people.

Finally, we would encourage recreation and park providers to examine more closely the transportation problems in their communities as the logical prelude to any recreational experience. Obviously, the best conceived programs are meaningless if no one or even if not everyone is capable of partaking in them. Therefore, recreation and park professionals should exert their influence to encourage establishment of accessible public transportation systems.

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